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ABSTRACT

This report presents tables, graphs, and narrative to describe the current status of postsecondary education in Kentucky in the context of the Kentucky Postsecondary Improvement Act of 1997. The Act changes how postsecondary education is defined (to include postsecondary technical schools) and its activities and programs measured. The first section provides a system profile with data on: universities and community colleges, postsecondary technical institutions, enrollments, degrees awarded, and personnel. Educational quality is addressed in the next section with data on ongoing assessment activities, student outcomes assessment, pass rates on licensure exams, and results of three surveys of graduate degree alumni, undergraduate degree alumni, and graduating students. The third section describes student progress/advancement with sub-sections on time and credits to degree, remedial follow-up, and persistence and graduation rates. The fourth section examines research, service, and workforce development including education reform initiatives, research and public service, workforce development initiatives, and employment-related outcomes. Use of resources is reported in terms of room utilization and use of technology. This is followed by information on commitment to equal opportunities with data on equal employment opportunity eligibility. The final section summarizes 1997 higher education accountability goals. Information on performance indicators and accountability legislation and a list of acronyms are appended. (DB)

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The Status of Kentucky Postsecondary Education:

In Transition

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The Status of Kentucky Postsecondary Education: In Transition

1997

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POSTSECONDARY EDUCATION

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and technical schools in compliance with KRS Chapter 164

August 1997

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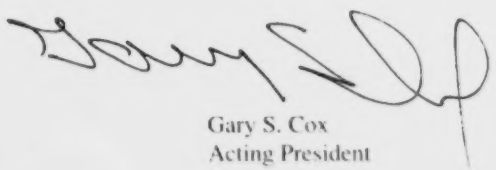
Acting President's Message

As we in postsecondary education seek to implement the sweeping changes brought about by this year's special legislative session, it seemed to us at the Council that a good place to start would be to provide as comprehensive a picture as possible of the current condition of the system.

What follows is a single-volume overview that incorporates data from the old accountability process along with additional facts and figures about our public universities and community colleges. For the first time, information is included on the postsecondary technical institutions, now an official part of the landscape.

We are presenting this report to the 1997 Governor's Conference on Postsecondary Education Trusteeship, believing that it will be useful not only to the general public but also to those citizens charged with guiding the transformation of our system.

Institutional staff members deserve recognition for their conscientious review of the draft report at such short notice. Special thanks to the Council staff who produced an entirely new document in a very limited time frame. Join me in commending Sue Hodges Moore, Roger Sugarman, Patrick Kelly, Mike Bailey, Susan McDonald, Ruth Greenberg, Charles Wade, Barbara Cook, and Jim Byford.



Gary S. Cox
Acting President

Introduction

The Kentucky Postsecondary Improvement Act of 1997 (House Bill 1) dramatically expands and enhances the landscape of postsecondary education in Kentucky. This publication represents the Council on Postsecondary Education's (CPE) efforts to paint a portrait of postsecondary education in Kentucky that not only depicts the current status of the newly configured system but also reflects the substance and spirit of House Bill 1. Council staff has included data submitted by the universities and community colleges for accountability purposes, statistics provided by the postsecondary technical education system, and information from the Comprehensive Data Base. *The Status of Kentucky Postsecondary Education: In Transition* serves then as a transition between previously published accountability reports and future publications describing the state of Kentucky's postsecondary education.

The Changing Landscape of Postsecondary Education

House Bill 1 changes how we define postsecondary education and how we measure its activities and programs. The legislation creates the Kentucky Community and Technical College System (KCTCS), a new entity charged with coordinating the efforts of the Commonwealth's community colleges and postsecondary technical schools. Consequently, accountability reporting in the future will be broadened to include information on the activities and performances of our postsecondary technical schools. House Bill 1 also eliminates the current accountability indicators, along with performance-based funding, and authorizes the Council on Postsecondary Education to develop a more comprehensive accountability system. The new system will involve monitoring the institutions' success at achieving performance goals in four major areas—educational quality and outcomes, student progress, research and service activities, and use of resources. In addition, the emerging accountability framework will be tied to the development of a statewide strategic agenda, the creation of institutional missions that support that agenda, and the establishment of a funding system driven by the newly created Strategic Investment and Incentive Funding Program.

Toward a Comprehensive Portrait of Postsecondary Education

This transitional portrait of postsecondary education reflects the directives of House Bill 1 in three important ways. First, *The Status of Kentucky Postsecondary Education: In Transition* incorporates statistics, wherever possible, provided by the postsecondary technical education system. These data allow for a more comprehensive view of postsecondary education activity in the Commonwealth. At the same time, however, readers are urged to evaluate this information in light of the fact that their data management system differs significantly from the Council's. Some data may not have been available or in a form that facilitated use in this publication, given the timing of the legislation and the deadlines for producing this report. Thus, one of the obvious outcomes of House Bill 1 is the need to move to a comprehensive, uniform data system for all Kentucky postsecondary education institutions.

Second, this report includes information that has not been reported previously in the annual accountability reports. For example, this publication features updates on the status of technology use, workforce development activities, employment-related outcomes, and the Kentucky Plan 1997-2002, which addresses initiatives for dealing with equal educational and employment opportunities at the universities and community colleges. Again, these additions reflect our goal to redefine accountability in light of House Bill 1 and foreshadow the kind of comprehensive reporting on the condition of postsecondary education readers might expect in future publications of this nature.

Third, this publication marks the first time we have presented comparative institutional data in tabular form. We present these comparisons for a couple of reasons. These tables provide an overall snapshot of the system's status by creating both statewide and institutional perspectives for readers. Furthermore, these tables better serve the needs of high school graduates and their parents who are using this information to make important decisions about where to go to college. The reader also will note that the report features two types of charts depicting the institutions' success in meeting performance goals established under the previous accountability legislation.

In chapters where quantitative performance goals are applicable, one or more charts display the status of the universities and community colleges in meeting a given goal over time. In addition, a summary goal chart is located toward the end of the report that captures each institution's performance on the complete set of quantitative performance indicators for the four years following the 1993 baseline year. Institutions were not expected to meet their goals until 1997. However, goal attainment information was documented for previous reporting years as a courtesy to institutions that may have been successful in an earlier year, but did not meet their goals in 1997.

We caution readers to evaluate the institutional data in the various tables by recognizing institutional differences that may affect performances on these indicators. For example, differences in persistence and graduation rates are clearly tied to institutions' admissions criteria. Considerable research has shown that students at selective institutions are likely to have higher persistence and graduation rates than students at institutions with open admissions policies.

A Look to the Future

The Status of Kentucky Postsecondary Education: In Transition introduces readers to the system's newest members—the postsecondary technical institutions. In addition, it provides readers with a glimpse into future accountability reports by including information previously omitted from such publications. Finally, it provides readers with a tool for evaluating the progress of the public universities and community colleges toward goals generated by previous legislation.

The Kentucky Council on Postsecondary Education presents this report as a transitional document that begins the post-House Bill 1 era of more expansive and comprehensive portraits of institutional efforts to achieve individual and statewide educational goals. Policy makers, educators, and citizens will be able to turn to editions of this report in the years ahead to see how well the postsecondary education reform efforts have unfolded.

1997 Highlights

The passage of House Bill 1 in 1997 not only restructured the governance of postsecondary education but also committed Kentucky to establishing a high performance system that will enhance the state's future economic well-being. The legislation created six incentive funds to foster research, technology, workforce development, and other quality programs. In addition, the General Assembly approved a bill that granted $40 million dollars in new spending for postsecondary education with a promise of more to come.

Citizens of the Commonwealth have already made a substantial investment in their postsecondary education system. Kentuckians commit nearly $700 million annually in tax revenues to support the operations of the public colleges and universities and over $50 million to drive Kentucky's technical education system. Higher education institutions enroll over 150,000 students who pay more than $300 million in tuition and fees each year. The technical education system enrolls over 16,000 students in its postsecondary technical diploma programs, in addition to serving the short-term training needs of more than 117,000 citizens each year. These students pay more than $6 million annually in tuition. The public expects the postsecondary education community to be accountable for using its resources wisely. Kentucky's universities and its community and technical college system are committed to providing the citizens of this state with a good return on their sizable investment.

1997 Goals

The former Council on Higher Education approved performance goals after baseline data on the performance indicators were collected in 1993. This approach was undertaken in an effort to develop reasonable and appropriate goals for each institution. The success of the eight universities and the University of Kentucky Community College System in meeting uniform and institutional goals is depicted in two types of charts. In chapters with quantifiable performance goals, one or more charts are presented that showcase the institutions' success in meeting goals over time. In addition, a chart is included in the back of the report which summarizes each institution's performance from 1994 to 1997 on the complete set of quantitative indicators. *It should be emphasized that institutions were not expected to meet their goals until 1997. The decision to include information on institutional goal attainment for 1994, 1995, and 1996 was made as a courtesy to institutions who met their goals during one or more of these years, but fell short of reaching their goals in 1997.*

An underlying principle of the Kentucky accountability plan was that each institution is to be measured against itself and not against other institutions in the system. This principle recognized that institutions differ in their missions and in the student populations whom they serve. In the future, the Council will establish new performance goals for the universities, as well as the community colleges and postsecondary technical institutions.

Performance Indicators

This status report is designed to inform educators, policy makers, and concerned citizens about the status of postsecondary education on the following dimensions:

Educational Quality

Related Performance Indicators:

- Ongoing Assessment Activities
- Student Outcomes Assessment
- Pass Rates on Licensure Exams
- Graduate Degree Alumni Survey
- Undergraduate Alumni Survey (1996)
- Graduating Students Survey (1996)

Student Progress/Advancement

Related Performance Indicators:

- Time and Credits to Degree
- Remedial Follow-up
- Persistence and Graduation Rates (1996)

Research, Service, and Workforce Development

Related Performance Indicators:

- Education Reform Activities
- Research and Public Service Expenditures
- Workforce Development Initiatives
- Employment-Related Outcomes

Use of Resources

Related Performance Indicators:

- Room Utilization
- Use of Technology

Commitment to Equal Opportunities

Related Performance Indicator:

- EEO Eligibility Status

1997 Highlights

Results of selected indicators from the 1997 report are summarized below.

Graduate Degree Alumni Survey

Surveys were completed by 2,309 graduate degree alumni. Survey respondents graduated from one to two years ago.

Quality of Instruction in the Program

Graduate alumni were positive in their assessment of the quality of instruction.

- The percentage of alumni who rated instruction as either "good" or "excellent" ranged from 84.0 percent to 98.3 percent.

Quality of Curriculum in Providing Job Skills and Knowledge

Graduate alumni ratings varied considerably from institution to institution on this item.

- The percentage of university alumni with "good" or "excellent" evaluations ranged from 66.2 percent to 95.4 percent.

Quality of Preparation to Conduct Research

Ratings of the quality of preparation to conduct research also varied significantly from university to university.

- The percentage of graduate alumni who rated this item as either "good" or "excellent" ranged from 58.0 percent to 95.9 percent.

Overall Graduate Experiences

Evaluations of one's overall graduate experiences were fairly positive and showed a moderate amount of variability across institutions.

- The percentage of "good" or "excellent" ratings ranged from 79.1 percent to 98.3 percent.

Opportunities to Interact with Faculty

In general, respondents indicated that they were satisfied with the availability of faculty on campus.

- The percentage of alumni who were either "satisfied" or "very satisfied" ranged from 86.4 percent to 94.5 percent.

Enrollment in Advanced Education and Work Status

The percentage of graduate alumni who reported being enrolled in a college or university varied greatly from institution to institution. Part- and full-time employment rates were fairly consistent across campuses.

- Current enrollment at a college or university ranged from 5.4 percent to 23.4 percent.
- Part- or full-time employment ranged from 91.7 percent to 96.3 percent.

Employment in Major Field

The great majority of graduate alumni indicated that they are currently working in a position related to their graduate education.

- The percent of students who indicated that their current position was either "somewhat related" or "directly related" to their graduate education ranged from 87.6 percent to 94.7 percent.
- The most common reason for not holding a position in one's chosen field was an inability to find a position related to one's graduate education.

Remedial Follow-up Analysis

System-wide, a total of 18,184 students were enrolled in remedial math courses, while 5,564 students were enrolled in remedial English courses in fall 1994. The community colleges enrolled the majority of students who took remedial math (63.7%) and remedial English (54.6%). Due to the large number of remedial math enrollments, follow-up data on students taking remedial math are of particular concern.

- Six out of ten university students and less than half of the UKCCS students enrolled in remedial math passed their courses with a C or better.
- Almost half of the university students and nearly six out of ten UKCCS students who successfully completed remedial math went on to take an entry-level math or math-related course during the four-semester tracking period.
- Of those students who went on to take an entry-level math course, six out of ten university students and two-thirds of the UKCCS students successfully completed their courses with a C or better.

Pass Rates on Licensure Exams

The accountability reporting focused on licensure exam results in five professions. Listed below are pass rates by sector for 1995/96 graduates who were first-time test-takers.

- Law (Kentucky Bar Exam) - 91 percent.
- Teaching (NTE Core Battery) - 88 percent.
- Dentistry (National Dental Board, Part II) - 100 percent.
- Medicine - (USMLE, Part II) - 100 percent.
- Nursing (NCLEX) - Bachelor's - 90 percent. Associate (Univ.) - 92 percent; Associate (UKCCS) - 92 percent; technical LPN - 94 percent.

Time and Credits to Degree

A policy study undertaken by the Council staff examined the length of time baccalaureate students at Kentucky's eight public universities take to graduate and the number of earned and attempted credit hours they accumulated at the time of graduation. The various analyses used information derived from the Comprehensive Data Base and information supplied by the eight public universities. The study examined the records of 7,273 of the 11,576 students who earned a baccalaureate degree in 1994/95 from one of the public universities. The findings of the time and credits to degree study revealed the following:

- Students enrolled in an average of 11.2 semesters prior to graduation.
- Graduates took an average of 4.8 calendar years to graduate.
- Graduates earned an average of 141.8 credit hours prior to graduation.
- Graduates averaged 156.6 attempted credit hours — nearly 28 credit hours beyond the average for a bachelor's degree.
- Nontraditional students took 1.4 semesters longer to graduate than traditional students.
- Students who attended their first semester on a part-time basis were enrolled in 4.1 more semesters and took over 2 calendar years longer to graduate than full-time students.

Factors Related to Time to Degree

The second phase of the study identified factors associated with the number of terms in which enrolled prior to graduation. The results indicated that students who were enrolled in a relatively high number of semesters prior to graduation were more likely to have:

- attempted fewer credit hours per semester;
- changed majors one or more times;
- stopped-out from time to time;
- transferred one or more times;
- scored lower on the ACT; and
- been male.

In regard to student race, African Americans took longer than whites to graduate. Whites, in turn, enrolled in more semesters prior to graduation than students of 'other' races.

To order additional reports contact:

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System Profile

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Profile-at-a-Glance (Universities and UKCCS)

Undergraduate Students—Enrollment Fall 1996

	(n)	(%)
By Gender:		
Female	74,738	58.5
Male	52,926	41.5
By Race:		
White	113,079	88.6
Black including African American*	9,645	7.6
Other including International Students	4,940	3.9
By Status:		
Full-time	86,342	67.6
Part-time	41,322	32.4
By Age:		
Under 25	85,291	66.8
25 and Older	42,373	33.2
By Resident Status:		
Resident	113,512	88.9
Non-Resident	14,152	11.1
First-time Freshmen	22,434	17.6
Total Undergraduate	127,664	

** Student data for "Black including African American" include only U.S. citizens.*

Graduate Students—Enrollment Fall 1996

	(n)	(%)
By Gender:		
Female	10,873	62.8
Male	6,442	37.2
By Race:		
White	14,722	85.0
Black including African American*	793	4.6
Other including International Students	1,800	10.4
Total Graduate**	17,315	

***Graduate includes master's, specialist's, and doctoral students*

Post-Doctoral Students—Enrollment Fall 1996

	(n)	(%)
By Gender:		
Female	55	30.0
Male	128	70.0
By Race:		
White	50	27.3
Black including African American*	1	0.5
Other including International Students	132	72.1
Total Post-Doctoral	183	

First-Professional—Enrollment Fall 1996

	(n)	(%)
By Gender:		
Female	1,683	40.3
Male	2,493	59.7
By Race:		
White	3,266	78.2
Black including African American*	164	3.9
Other including International Students	746	17.9
Total First-Professional***	4,176	

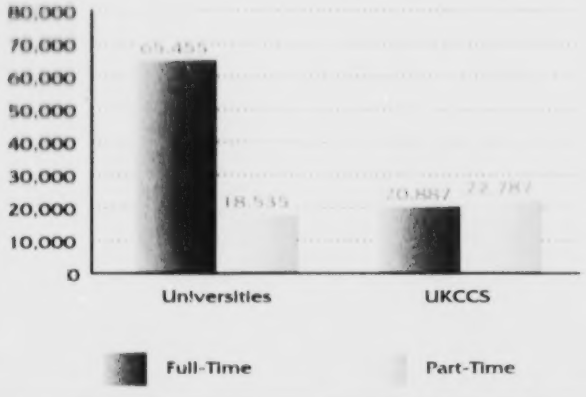
****First-Professional includes House Staff*

Total Enrollment—Fall 1996

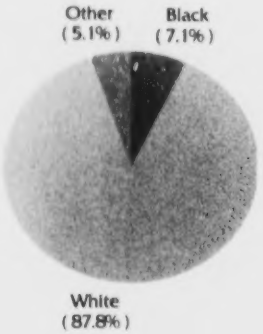
	(n)	(%)
Undergraduate	127,664	85.5
Graduate	17,315	11.6
Post-Doctoral	183	0.1
First-Professional Students	4,176	2.8
TOTAL HEADCOUNT	149,338	100.0
Total Full-time Equivalent	105,843	

NOTE: Percentages may not total 100% due to rounding.

Undergraduate Enrollment by Status



Total Enrollment by Race



Full-time Personnel — Fall 1996

	(n)	(%)
Faculty	6,562	27.9
Executive/Administrative/Managerial	1,152	4.9
Professional Nonfaculty	5,825	24.7
Secretarial/Clerical	4,791	20.3
Technical/Paraprofessional	1,551	6.6
Skilled Craft	723	3.1
Service/Maintenance	2,946	12.5
TOTAL	23,550	100.0

Full-time Faculty

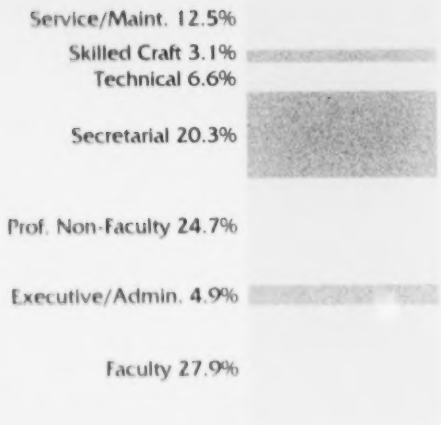
	(n)	(%)
By Gender:		
Female	2,375	36.2
Male	4,187	63.8
By Race:		
White	5,860	89.3
Black including African American*	318	4.8
Other	384	5.8
TOTAL	6,562	100.0

Full-time Staff

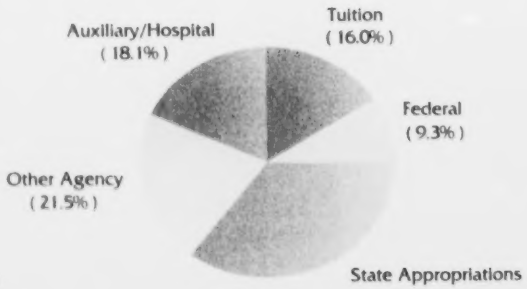
	(n)	(%)
By Gender:		
Female	10,882	64.1
Male	6,106	35.9
By Race:		
White	14,525	85.5
Black including African American*	2,161	12.7
Other	302	1.8
TOTAL	16,988	100.0

** Faculty and staff data for "Black including African American" include personnel regardless of citizenship.*
SOURCES: Comprehensive Data Base and Higher Education Staff Information Survey

Personnel — Fall 1996



Budgeted Revenue by Source 1996-97



Total Revenue = $2,094,200,000

Profile-at-a-Glance (*Postsecondary Technical Institutions*)

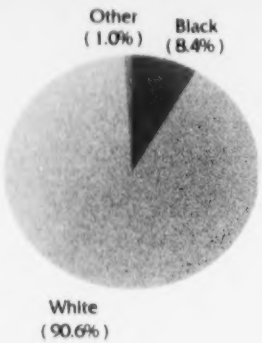
Postsecondary Technical Diploma/Certificate Student Enrollment 1996/97

	(n)	(%)
By Gender:		
Female	7,920	48.6
Male	8,372	51.4
By Race:		
White	14,760	90.6
Black including African American	1,368	8.4
Other including International Students	164	1.0
By Status:		
Full-time	11,148	68.4
Part-time	5,144	31.6
TOTAL	16,292	

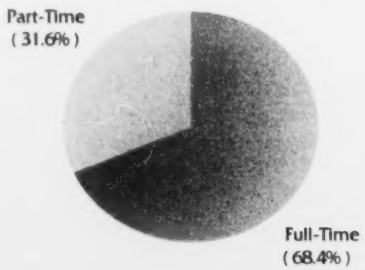
NOTE 1: Most postsecondary technical institutions operate on four 10-week quarters. A large number of students enter at times other than the fall quarter. The cumulative, non-duplicated count of students for the total fiscal and school year is a more realistic measure of enrollment than the fall headcount.

NOTE 2: Postsecondary technical education students enrolled in full-time diploma programs attend at a variety of times, including up to 7 hours per day. In order to calculate full-time and part-time enrollment, the technical education system considers any student attending at least 4 hours per day or 20 hours per week as full-time. Students attending less are included in the count as part-time.

Total Enrollment by Race



Total Enrollment by Status



Enrollments

This enrollment profile reports ten years of fall semester enrollments for the universities and University of Kentucky Community College System (Fall 1987 to Fall 1996). In addition, seven years of enrollment data are presented for the postsecondary technical institutions (1990/91 to 1996/97). The headcount enrollments in postsecondary technical programs are reported by academic year because semesters are not as clearly defined in the postsecondary technical education system and most program requirements are considerably shorter. Efforts will be made in future reports to make the enrollment data for universities, community colleges, and postsecondary technical institutions more comparable.

The headcount enrollment at Kentucky's state-supported universities and community colleges grew from 124,934 in 1987 to 149,338 in 1996. After a dramatic rise in enrollments during the late 1980s and early 1990s, the student population at Kentucky's universities and community colleges has decreased slightly in recent years. Enrollments increased 25.9 percent from fall 1985 to fall 1991, but declined 6.2 percent from fall 1992 to fall 1996.

Over the past five years, the decline in enrollments was greater at the community colleges (-9.1 percent) than at the universities (-5.0 percent). Improvements in job opportunities for traditional and nontraditional students may partially explain the decline in overall enrollments. While undergraduate enrollments dropped 8.1 percent during this period, enrollments at the graduate and first-professional levels increased 6.2 percent and 8.1 percent, respectively.

Despite the enrollment declines over the past five years at the universities and community colleges, enrollment in postsecondary technical programs increased by 9.4 percent. Also, during these five years the percentage of postsecondary technical education students who attended part-time dramatically increased.

Highlights

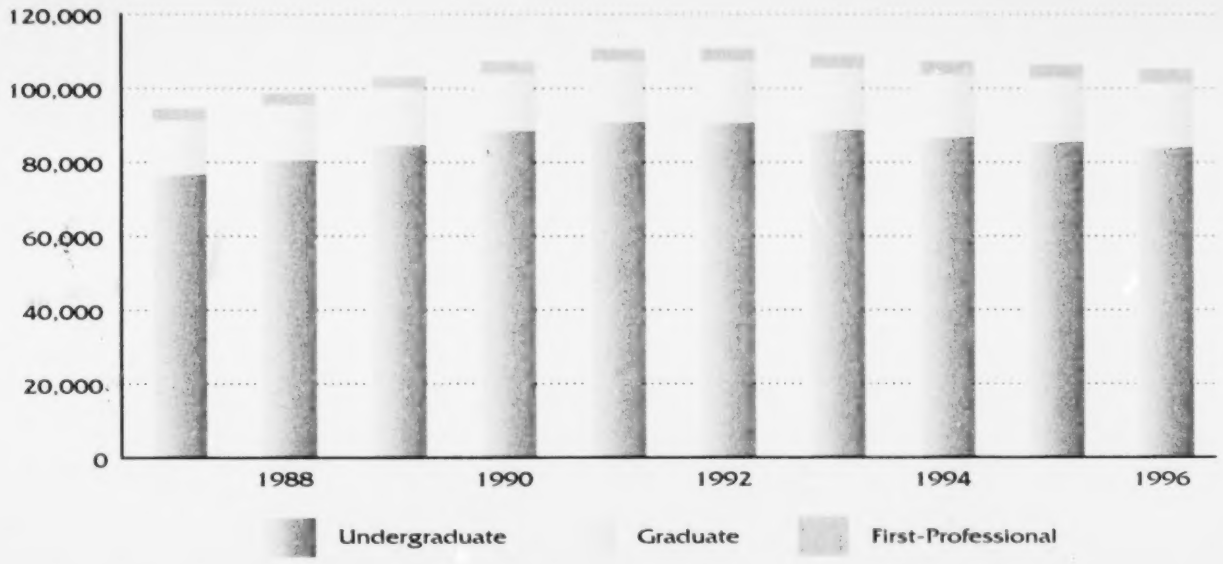
Universities and Community Colleges

- Full-time equivalent enrollment increased by 23 percent from fall 1987 to fall 1996.
- Students from Kentucky made up 86 percent of the total fall 1996 enrollment.
- Between fall 1987 and fall 1996, first-time freshman enrollment decreased by 2 percent at the universities and increased by 25 percent at the community colleges.
- African American enrollment increased by 44 percent during the same time period.
- Part-time students comprised 39 percent of the total enrollment in fall 1987. In fall 1996, part-time students made up only 35 percent of the student population. Part-time student enrollment at the community colleges decreased from 58 percent in fall 1987 to 52 percent in fall 1996.
- In fall 1987, nontraditional students (age 25 and older) made up 39 percent of the total enrollment; in fall 1996, nontraditional students represented 40 percent of the enrollment.

Postsecondary Technical Institutions

- Annual enrollment rose from 15,529 students in 1990/91 to 16,292 in 1996/97, a 4.9 percent increase.
- Part-time enrollment increased 170 percent from 1990/91 to 1996/97, while full-time enrollment declined by 19.4 percent during this period.

Enrollment Fall 1987-Fall 1996—University Students

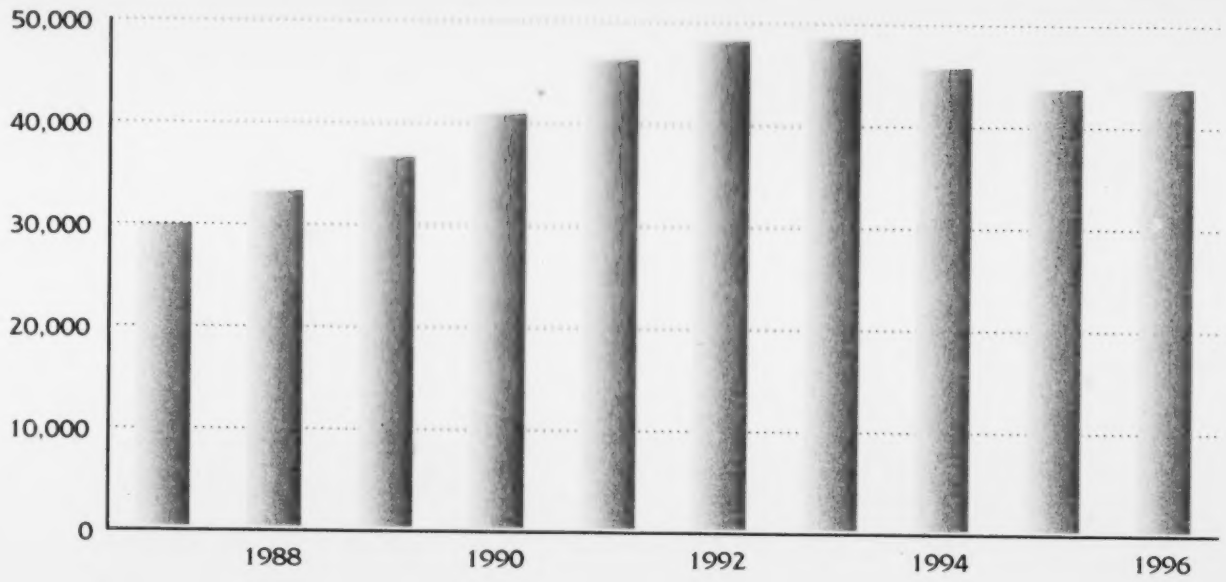


1996 Enrollment by Level — Universities

	Undergraduate	Graduate	Post-Doctoral	First-Professional*	Total
Doctoral					
UK	17,041	5,042	145	1,833	24,061
UL	14,798	4,251	38	1,933	21,020
Regional					
EKU	13,175	1,986			15,161
KSU	2,280	76			2,356
MoSU	6,830	1,514			8,344
MuSU	7,122	1,514			8,636
NKU	10,269	794		410	11,473
WKU	12,475	2,138			14,613
TOTAL	83,990	17,315	183	4,176	105,664

**First-Professional includes House Staff.*

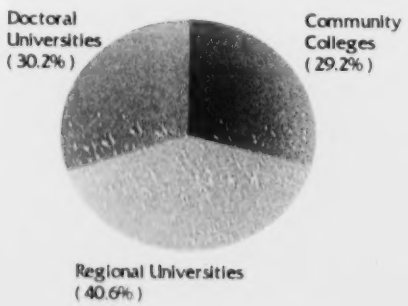
Enrollment Fall 1987-Fall 1996—Community College Students



1996 Enrollment — Community Colleges

	Undergraduate
Ashland	2,477
Elizabethtown	3,478
Hazard	2,370
Henderson	1,123
Hopkinsville	2,752
Jefferson	9,269
Lexington	5,500
Madisonville	2,578
Maysville	1,372
Owensboro	2,314
Paducah	2,842
Prestonsburg	2,698
Somerset	2,555
Southeast	2,346
TOTAL	43,674

1996 Total Enrollment by Sector



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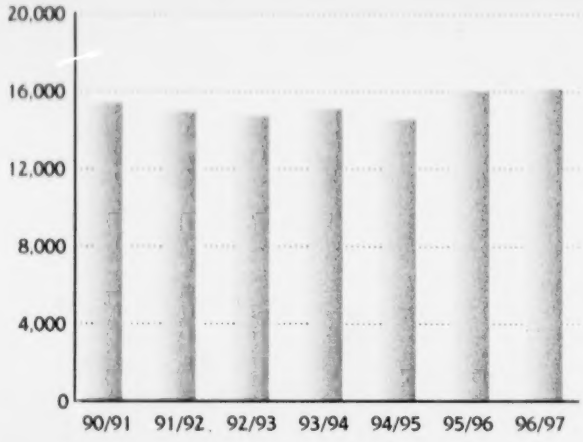
1996/97 Enrollment Postsecondary Technical Institutions

	Enrollment
Anderson Technology Center*	71
Ashland RTC	720
Bowling Green RTC	868
Cumberland Valley HTC	193
Danville HTC	106
Glasgow HTC	168
Harlan RTC	208
Hazard RTC	431
KY Advanced Technology Institute	283
Kentucky Tech Central	2,087
Kentucky Tech Daviess County	212
Kentucky Tech Elizabethtown	640
Kentucky Tech Jefferson	1,401
Kentucky Tech Laurel County	672
Kentucky Tech Owensboro	394
Kentucky Tech Rowan County	523
Kentucky Tech Somerset	703
Madisonville HTC	535
Madisonville RTC	224
Mayo RTC	1,031
Northern Campbell Tech	233
Northern KY HTC	244
Northern Kentucky Tech	483
Southeast Technology Center	542
West Kentucky Tech	1,277
Sub-total	14,249
Secondary Centers**	949
Corrections Education***	1,094
TOTAL	16,292

Enrollment 1990/91 — 1996/97 Postsecondary Technical Institutions



** Anderson Technology Center was not in full operation during this school year.*
*** In 1996/97, the technical education system operated 54 area technical centers (ATCs). The priority of these institutions was to serve one or more of the high schools in the area. Postsecondary students were enrolled in a few institutions in full-time postsecondary programs. In many of the ATCs postsecondary students were allowed to enroll in the secondary classes on a space available basis. In this publication enrollment in the ATCs is not reported by individual institution, but rather by a single group entry.*
**** Under contract with the Department of Corrections, the technical education system operates 12 technical centers in correctional institutions. These are reported as a single group entry.*

Degrees Awarded

This profile reports the number of degrees awarded by universities and the University of Kentucky Community College System (UKCCS) and the number of diplomas and certificates awarded by the Technical Institutions Branch. Ten years of data are provided for the universities and community colleges (1986/87 to 1995/96) and six years of data are provided for the postsecondary technical institutions (1990/91 to 1995/96). Efforts will be made in future reports to produce comparable data for the universities, community colleges, and postsecondary technical institutions.

The total number of degrees and other formal awards conferred annually by Kentucky's public universities and community colleges increased 29 percent from 1986/87 to 1995/96. The total number of degrees conferred by universities rose by 25 percent during this time, from 14,257 to 17,778. The University of Kentucky Community College System awarded 2,440 associate degrees in 1986/87 and 3,708 associate degrees in 1995/96, a 52 percent increase.

The number of diplomas and certificates awarded in postsecondary technical programs declined from 4,098 in 1990/91 to 3,138 in 1995/96, possibly reflecting a trend of students seeking and securing employment before completion of a program. In 1993/94, the Technical Institutions Branch conferred the lowest number of diplomas (1,885) and certificates (1,013) in recent years. However, over the past two years, the number of graduates has increased 8 percent.

Highlights

Universities and Community Colleges

- From 1986/87 to 1995/96, the number of master's/specialist's degrees increased 40 percent and the number of doctoral degrees grew by 70 percent.
- During this same period, the number of degrees awarded to nontraditional students (age 25 years old and older) increased by 56 percent.
- Nontraditional students comprised 36 percent of the 1986/87 university undergraduate degree recipients, and 48 percent of the 1995/96 university undergraduate degree recipients. Community college nontraditional degree recipients increased from 56 percent in 1986/87 to 67 percent in 1995/96.
- During this same time period, degrees awarded to male students increased by 17 percent. Degrees awarded to female students increased by 39 percent.

Postsecondary Technical Institutions

- The number of diplomas and certificates awarded annually by the postsecondary technical education system declined 23 percent from 1990/91 to 1995/96.

Number of Degree Programs Offered at Universities and Community Colleges as of May 1997

Degrees	Programs
Certificate	8
Associate	197
Bachelor's	534
Master's/Specialist's	318
Doctoral	83
Joint Doctoral	29
First-Professional	8
House Staff	84
TOTAL	1,261

Number of Diploma Programs Offered at Postsecondary Technical Institutions as of May 1997

	Programs
Diploma	315

NOTE: The postsecondary technical education system offers 55 different occupational - technical diploma programs in 25 postsecondary institutions.

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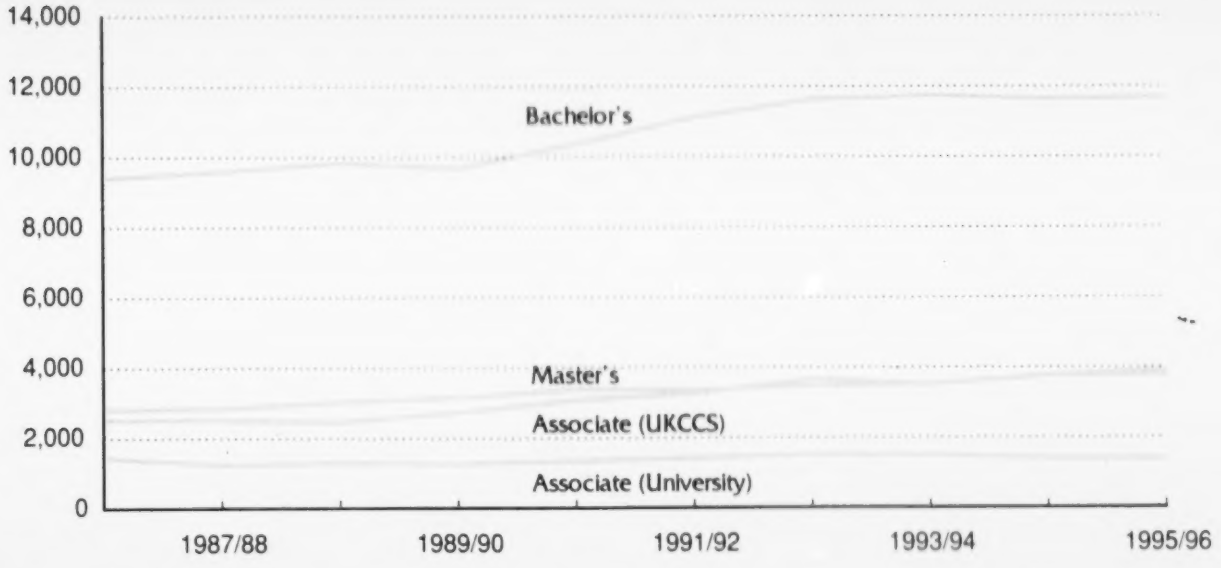
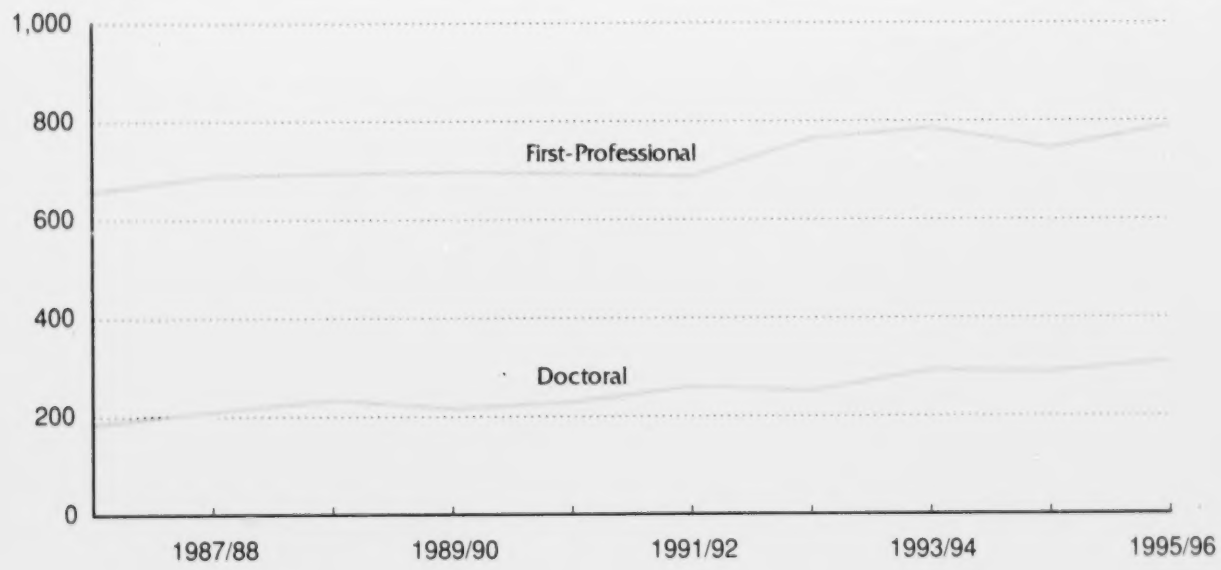
Associate, Bachelor's and Master's Degrees



NOTE: Associate includes other formal awards; master's includes specialist's degrees.

Doctoral and First-Professional Degrees



1995/96 Degrees Awarded by Level — Universities

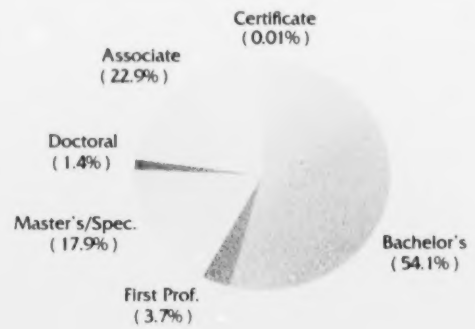
	Certificates*	Associate	Bachelor's	Master's/ Specialist's	Doctoral	First-Professional	Total
Doctoral							
UK			3,003	1,033	236	353	4,625
UL		101	1,832**	951	69	304	3,257
Regional							
EKU		254	1,714	408			2,376
KSU		67	192	23			282
MoSU		154	1,021	336			1,511
MuSU	1	46	1,059	375			1,481
NKU		310	1,093	181		128	1,712
WKU	2	286	1,709	537			2,534
TOTAL	3	1,218	11,623	3,844	305	785	17,778

** Short-term certificates (less than one year) are not included.*
*** Includes 14 post-baccalaureate students.*

1995/96 Degrees Awarded Community Colleges

	Associate
Ashland	158
Elizabethtown	339
Hazard	217
Henderson	167
Hopkinsville	223
Jefferson	630
Lexington	305
Madisonville	265
Maysville	148
Owensboro	206
Paducah	269
Prestonsburg	180
Somerset	215
Southeast	386
TOTAL	3,708

1995/96 Degrees Awarded by Level



1995/96 Diplomas/Certificates Postsecondary Technical Institutions

Anderson Technology Center*	1
Ashland RTC	189
Bowling Green RTC	164
Cumberland Valley HTC	61
Danville HTC	53
Glasgow HTC	35
Harlan RTC	55
Hazard RTC	131
KY Advanced Technology Institute	52
Kentucky Tech Central	189
Kentucky Tech Daviess County	35
Kentucky Tech Elizabethtown	216
Kentucky Tech Jefferson	175
Kentucky Tech Laurel County	80
Kentucky Tech Owensboro	43
Kentucky Tech Rowan County	117
Kentucky Tech Somerset	141
Madisonville HTC	103
Madisonville RTC	45
Mayo RTC	255
Northern Campbell Tech	63
Northern KY HTC	91
Northern Kentucky Tech	107
Southeast Technology Center	29
West Kentucky Tech	252
Sub-total	2,682
Secondary Centers**	352
Corrections Education***	104
TOTAL	3,138

** Anderson Technology Center was not fully operational.*
*** The ATCs with postsecondary completers have been reported as a group entry.*
****The technical centers operating in the correctional institutions are reported as a group entry.*

Diplomas/Certificates Postsecondary Technical Institutions

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Personnel

The total number of full-time faculty and staff employed by Kentucky's public colleges and universities rose from 19,884 in 1987 to 23,550 in 1996, an 18 percent increase. During this ten-year period, the number of full-time faculty members grew from 5,496 to 6,562 while staff positions increased from 14,388 to 16,988. The growth in faculty and staff over the past decade paralleled a 20 percent increase in the system-wide headcount enrollment.

An analysis of staffing trends in the Technical Institutions Branch is not presented in this year's report. In 1996/97, the technical education system operated 54 area technology centers, which were primarily involved in secondary education. These centers will not be transferred to the new Kentucky Community and Technical College System (KCTCS). In addition, it is not known at this time how the administrative and support staff who work in the technical education system's six regional offices will be affected by the restructuring efforts to be undertaken in response to House Bill 1. To date, the allocation of personnel to postsecondary programs has not been completed. Therefore, an analysis of personnel staffing for the Technical Institutions Branch of KCTCS will be undertaken in 1998.

Highlights

- Full-time faculty increased by 14 percent at the universities and by 54 percent at the UK Community College System (UKCCS) from fall 1987 to fall 1996.
- Full-time tenured faculty increased by 12 percent, and nontenured faculty increased by 22 percent at the state-supported institutions during this time period.
- The total number of full-time staff increased by 15 percent at the universities and 80 percent at the UKCCS from fall 1987 to fall 1996.
- The largest increase in full-time employment between fall 1987 and fall 1996 was in professional nonfaculty, by 50 percent at the universities and by 229 percent at the UKCCS.

Full-time Faculty and Staff at Universities — Fall 1996

	Executive/ Admin/Managerial (n)	Professional Nonfaculty (n)	Secretarial/ Clerical (n)	Technical/ Paraprofessional (n)	Skilled Craft (n)	Service Maintenance (n)	Faculty (n)	Total (n)
Doctoral								
UK	403	3,391	2,119	1,013	282	1,430	1,832	10,470
UL	216	795	875	251	133	298	1,206	3,774
Regional								
EKU	130	236	352	50	21	381	628	1,798
KSU	46	121	81	70	23	67	131	539
MoSU	44	256	151	32	60	114	328	985
MuSU	53	182	225	46	72	198	362	1,138
NKU	60	215	193	43	40	107	373	1,031
WKU	100	300	287	18	92	160	558	1,515
TOTAL	1,052	5,496	4,283	1,523	723	2,755	5,418	21,250

Full-time Faculty and Staff at Community Colleges — Fall 1996

	Executive/ Admin/Managerial (n)	Professional Nonfaculty (n)	Secretarial/ Clerical (n)	Technical/ Paraprofessional (n)	Skilled Craft (n)	Service Maintenance (n)	Faculty (n)	Total (n)
UKCCS	100	329	508	28	0	191	1,144	2,300

Educational Quality

Ongoing Assessment Activities

Accountability Reporting and Data Collections

The Council on Postsecondary Education (CPE) collects, analyzes, and reports on a variety of information to a broad audience. A chief source of institutional data is the CPE's Comprehensive Data Base. Annual updates to the Comprehensive Data Base are derived from submissions of semester-level data from the institutions to the CPE. On-site audits are employed to ensure that data are reported in accordance with the CPE's reporting guidelines. These guidelines have been developed and are reviewed each biennium in close cooperation between the CPE and the institutions.

The Comprehensive Data Base is used to respond to numerous special requests for information about Kentucky postsecondary education from legislators, the Governor's office, concerned citizens, and the media. The annual *Information Digest*, derived from the Comprehensive Data Base, provides a rolling ten-year profile of key facts about students, programs, and finances. System-wide data from the Comprehensive Data Base are used to assist CPE's strategic planning efforts and to develop fiscal policy. The Comprehensive Data Base has been used extensively to respond to the accountability mandates contained in Senate Bill 109 and will be adapted as appropriate to respond to the new accountability system set forth by the Kentucky Postsecondary Education Improvement Act of 1997.

Accountability needs also are met, in part, through data collected by the CPE for various external agencies such as: the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS); Research Associates of Washington, publishers of the report on higher education funding commonly referred to as the *Halstead Report*; the Southern Regional Education Board (SREB) Data Exchange among 15 southern states; and the Illinois State University Center for Higher Education, publishers of the *Grapevine*.

Types of System-wide Assessment Efforts

Traditionally, the CPE's academic program review process has provided program information on a scheduled basis. However, the review of existing academic programs has been suspended since October 1993. Academic program review and approval processes will be revised during 1998 in the context of the new strategic agenda, revised institutional missions, and the impact of technology.

The CPE's Committee on Equal Opportunities reports institutional outcomes for the CPE's quantifiable objectives related to enrollment and employment of African Americans. The Comprehensive Data Base and institutional self-assessments are used to track institutional progress on a system-wide basis. The Kentucky Equal Opportunities Plan was updated in early 1997; a brief status report on the Plan is presented in this report.

The CPE prepares periodic progress reports on several pre-college programs which it sponsors. Policy studies are published on a variety of subjects of special interest. In April 1997, the CPE published a study on the amount of time baccalaureate students take to earn a degree and the number of credit hours they accumulate at the time of graduation. An analysis of remedial education programs at Kentucky's community colleges and universities is forthcoming.

Institutional Uses of Assessments

Institutions make extensive use of various assessment findings. Sample benefits from using these results are listed below:

- Program improvements based on program reviews and assessments of institutional effectiveness, measured in terms of student learning outcomes in the major fields of study and general education courses;
- Improvements in student support services such as advising, registration, student health services, student life programming, resulting from assessments/surveys of institutional effectiveness;
- Improvements in the monitoring of student progress through studies of selected student populations;
- Public service improvements in response to satisfaction ratings of employers, businesses, schools, and other users of postsecondary education services;
- Support for institution and program accreditations;
- The integration of assessment results in institutional strategic planning processes and fund allocation decisions based on operational and strategic plans which have been informed by accountability and assessment results; and
- Faculty reviews informed, in part, by students' teacher and course evaluations and by peer reviews and faculty load/productivity analyses used in scheduling, budgeting, and planning.

Plans for the Future

The fourteen performance indicators mandated in the current accountability program under KRS 164.095 were eliminated by the passage of House Bill 1. The new statutory language focuses on general categories of performance, including educational quality and outcomes, student progress, research and service activities, and use of resources. The Council is responsible for developing specific indicators within these categories that are consistent with the statewide strategic agenda. However, the Council staff is committed to working with the institutions to formulate performance indicators that are relevant and informative.

House Bill 1 also transforms the way that the new Council will evaluate quality and effectiveness in Kentucky's postsecondary institutions. All of the changes that need to be made to the accountability system cannot be made in one year, nor can they be made without first developing the statewide strategic agenda. Considerable staff work will be needed to integrate the information systems used by the postsecondary technical institutions with the data collection processes that are currently in place for the universities and community colleges. The intent is to provide a uniform set of reports that will address the overall effectiveness of Kentucky's postsecondary education system and serve the needs of policy makers and the public. CPE staff is planning now for more significant long-term changes to the annual reports that will integrate the accountability reporting process with the reporting of indicators for the statewide strategic agenda, academic program review, and incentive funding programs. *The Status of Kentucky Postsecondary Education: In Transition* represents the CPE's initial efforts to report on how the universities, community colleges, and postsecondary technical institutions measure up on significant performance indicators.

Student Outcomes Assessment

The previous system-wide strategic plan required the state-supported universities and community colleges to identify by 1998 expectations for students' academic achievements in general education and major fields of study. In addition, institutions were mandated to evaluate students' educational outcomes in each undergraduate program. The dimensions for assessing progress toward these objectives were set forth in the 1996/98 Performance Funding System. Specifically, this indicator measures the extent to which the institutions have accomplished the goals listed below:

- identified desired student outcomes;
- implemented outcomes assessment mechanisms;
- measured actual outcomes and reported results; and
- used assessment results for program improvement.

No trend data are presented because this is the first year that this information has been collected and reported. To date, this indicator is limited to undergraduate and first-professional (i.e., law, medicine, dentistry, and pharmacy) degrees. Eventually, all academic programs at state-supported colleges and universities will have these elements in place.

Postsecondary technical education regulations require a student to pass an achievement test in his or her field of study before becoming eligible to receive a postsecondary diploma. The Kentucky Vocational Achievement Tests (KVAT) are developed and scored in Frankfort. The exams are administered locally by certified testing personnel rather than the student's teacher. In four programs, national certification exams are used in lieu of the KVAT. In 1996/97, 2,642 students took one of the various KVAT tests.

Highlights

University Sector Results

- The percent of programs with identified desired student outcomes (program objectives) ranged from 39 percent to 98 percent.
- The percent of programs with student outcomes mechanisms (assessment criteria) in place ranged from 39 to 97 percent.
- The percent of programs with measured student outcomes and reported results ranged from 27 percent to 92 percent.
- The percent of programs with student outcomes assessment results used for program improvement ranged from 12 percent to 87 percent.

Community College Sector Results

- The percent of programs with identified desired student outcomes (program objectives) ranged from 60 percent to 100 percent.
- The percent of programs with student outcomes mechanisms in place (assessment criteria) ranged from 38 percent to 100 percent.
- The percent of programs with measured student outcomes and reported results ranged from 33 percent to 100 percent.
- The percent of programs with student outcomes assessment results used for program improvement ranged from 33 percent to 100 percent.

Postsecondary Technical Sector Results

- In 1996/97 the overall pass rate on the various KVAT tests was 85 percent.
- The overall pass rate on the KVAT increased slightly for four successive years before declining two percentage points in 1996/97.

Student Outcomes Assessment — Universities

	Programs with Identified Desired Student Outcomes (Program Objectives) (%)	Programs with Outcome Mechanisms (Assessment Criteria) (%)	Programs with Measured Actual Outcomes and Reported Results (%)	Programs with Assessment Results Used for Program Improvement (%)
Doctoral				
UK	97.9	96.8	91.6	87.4
UL	38.6	38.6	35.7	32.9
Regional				
EKU	89.6	89.6	72.6	72.6
KSU	94.4	72.2	52.8	41.7
MoSU	74.6	68.7	47.8	22.4
MuSU	93.4	91.2	73.6	67.0
NKU	61.9	46.0	27.0	11.7
WKU	86.1	79.2	34.7	31.7

Student Outcomes Assessment — Community Colleges

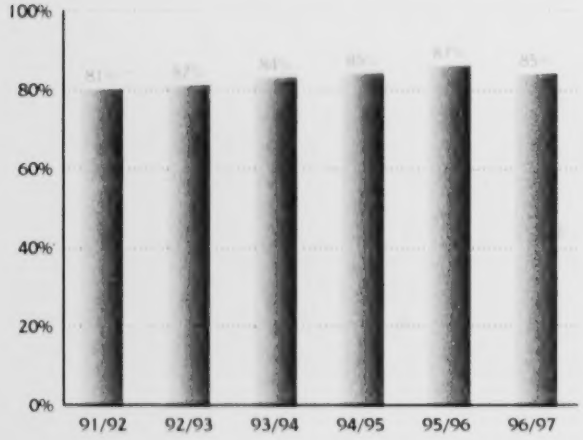
	Programs with Identified Desired Student Outcomes (Program Objectives) (%)	Programs with Outcome Mechanisms (Assessment Criteria) (%)	Programs with Measured Actual Outcomes and Reported Results (%)	Programs with Assessment Results Used for Program Improvement (%)
Ashland	100.0	100.0	83.3	83.3
Elizabethtown	100.0	100.0	71.4	71.4
Hazard	60.0	60.0	60.0	60.0
Henderson	100.0	100.0	100.0	83.3
Hopkinsville	100.0	100.0	50.0	50.0
Jefferson	100.0	100.0	42.1	42.1
Lexington	92.9	71.4	57.1	57.1
Madisonville	100.0	100.0	80.0	80.0
Maysville	100.0	100.0	40.0	40.0
Owensboro	100.0	37.5	37.5	37.5
Paducah	100.0	66.7	33.3	33.3
Prestonsburg	100.0	100.0	50.0	50.0
Somerset	80.0	80.0	60.0	60.0
Southeast	100.0	100.0	100.0	100.0

1996/97 KVAT Pass Rates
Postsecondary Technical Institutions

	(%)
Anderson Technology Center*	0
Ashland RTC	89
Bowling Green RTC	90
Cumberland Valley HTC	93
Danville HTC	91
Glasgow HTC	94
Harlan RTC	79
Hazard RTC	94
KY Advanced Technology Institute	53
Kentucky Tech Central	84
Kentucky Tech Daviess County	87
Kentucky Tech Elizabethtown	91
Kentucky Tech Jefferson	77
Kentucky Tech Laurel County	79
Kentucky Tech Owensboro	80
Kentucky Tech Rowan County	90
Kentucky Tech Somerset	95
Madisonville HTC	97
Madisonville RTC	80
Mayo RTC	79
Northern Campbell Tech	100
Northern KY HTC	87
Northern Kentucky Tech	91
Southeast Technology Center	32
West Kentucky Tech	88
Sub-total	86
Secondary Centers**	78
Corrections Education***	86
TOTAL	85

** Anderson Technology Center was not fully operational.*
*** The ATCs with postsecondary completers have been reported as a group entry.*
****The technical centers operating in the correctional institutions are reported as a group entry.*

KVAT Pass Rates
Postsecondary Technical Institutions



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Pass Rates on Licensure Exams

Although other professions require practitioners to pass a test before they are licensed, accountability reporting focuses only on licensure exam results in five professions: medicine, dentistry, law, nursing, and teaching. These five disciplines were selected for reporting due to the public's interest in these professions. The most current licensure exam results presented in this year's report are based on the performance of 1995/96 graduates who were first-time test-takers.

Caution should be exercised when using licensure exam pass rates to assess program effectiveness. The standards for passing one profession's licensure exam may be quite rigorous, while the standards for another may be lenient. Therefore, a relatively high or low pass rate on a professional licensure exam does not necessarily imply that the training students receive is either effective or ineffective. Reviewing the pass rates over time for a given profession is more instructive. Institutions adopted a uniform, system-wide goal for each licensure exam. A minimum pass rate for each test was identified in an effort to establish a clear standard for acceptable performance. Institutional pass rates for each licensure exam, in all five years of reporting, are provided in the appendix.

Highlights

Teaching

- The pass rate for the universities on the three core tests of the National Teacher Examination was 88 percent.

Law

- The pass rate on the Kentucky Bar Exam was 91 percent.
- The pass rate for students who took the Ohio Bar Exam was 90 percent.

Dentistry

- The pass rate on the National Dental Board Examination, Part II, was 100 percent.

Medicine

- The pass rate on the United States Medical Licensing Examination, Part II, was 100 percent.

Nursing

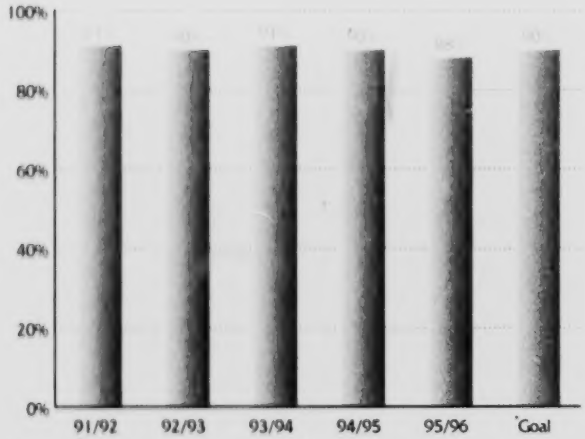
- The pass rates on the National Council Licensure Examination were 90 percent for baccalaureate graduates at the universities, 92 percent for associate degree graduates at the universities and 92 percent for community college graduates.
- The overall pass rate for postsecondary technical nursing programs was 94 percent.

Teaching

The system-wide pass rate on the Core Battery of the National Teacher Examination (NTE) was based on the performance of 1,610 graduates from Kentucky's eight public universities. Scores were compiled for graduates majoring in education, as well as those pursuing secondary certificates in academic disciplines. For the purpose of this report, a student is regarded as having passed the NTE if he or she passed all three core exams on the first attempt. Results of the Specialty Area Tests were not considered in either system-wide or institutional pass rates. The system-wide pass rate was 88 percent, down two percentage points from last year. Institutional pass rates ranged from 67 percent to 99 percent. Half of the eight universities achieved a pass rate at or above the goal of 90 percent.

The standards for passing the NTE Core Battery are quite low. To pass, a student's test scores must exceed approximately the tenth percentile on national norms (i.e., score higher than the bottom ten percent of test-takers nationally). In fall 1998, the Educational Testing Service plans to eliminate the Professional Knowledge component from the Core Battery. To gain entry into a teacher education program, the Education Professional Standards Board now requires students to take and pass one of the following tests: the PRAXIS I, the ACT, or the Graduate Record Exam (GRE).

NTE Pass Rates



SOURCE: Kentucky Department of Education

Progress Toward Goal

A 90 percent pass rate on the Core Battery of the NTE was established as the minimum standard of acceptable performance.

Goal Attainment — National Teachers Exam (Core Battery)

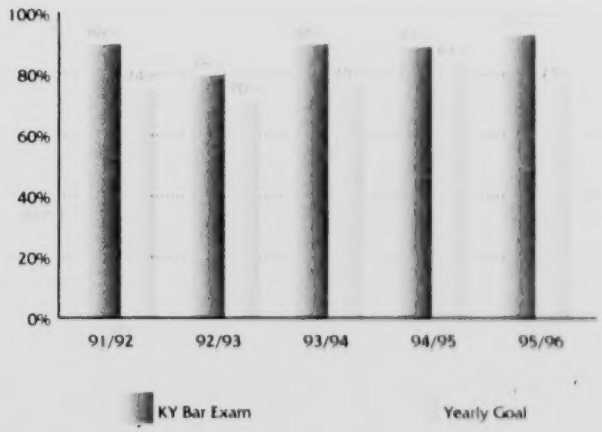
	1994	1995	1996	Goal 1997
Doctoral				
UK	✓	✓	✓	✓
UL	✓	✓	✓	✓
Regional				
EKU		✓		
KSU				
MoSU				
MuSU	✓	✓	✓	
NKU	✓	✓	✓	✓
WKU	✓	✓	✓	✓

Law

The system-wide results for the Kentucky Bar Exam reflect the test outcomes of 1995/96 graduates from Kentucky's three law schools. For the purposes of this report, a candidate is regarded as having passed the Bar Exam if he or she passed both the national multiple choice exam and the essay exam on Kentucky law on the first attempt. A total of 268 graduates took the Kentucky Bar Exam in 1995. The system-wide pass rate was 91 percent, three percentage points higher than the previous year's system-wide rate. Pass rates for the Kentucky Bar Exam ranged from 70 percent to 96 percent. The performance of two of the three law schools surpassed the minimum standard of acceptable performance for the Kentucky Bar Exam.

One law school (Northern Kentucky University) traditionally has a number of its students take the Ohio Bar Exam. Of the 50 graduates who took the Ohio Bar Exam in 1996, 90 percent passed on their first attempt. The pass rate on the Ohio Bar Exam was three percentage-points lower than the previous year's pass rate.

Kentucky Bar Exam Pass Rates



SOURCE: NKU, UK, and U of L

Progress Toward Goal

The minimum standard of acceptable performance was set at 95 percent of the statewide pass rates for first-time Kentucky and Ohio test-takers. Therefore, the minimum standard on this year's Kentucky Bar Exam was a pass rate of 75 percent. On the Ohio Bar Exam, the minimum standard was a pass rate of 82 percent.

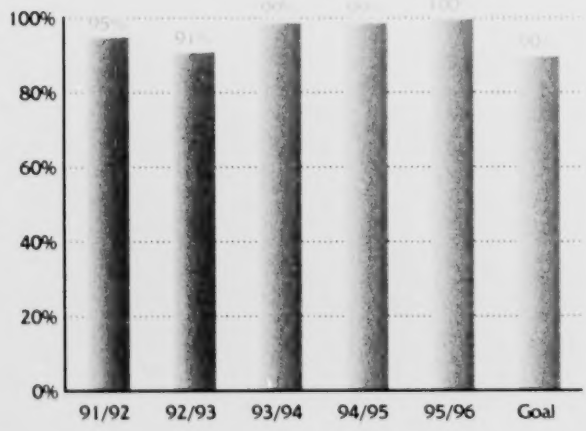
Goal Attainment — KY Bar Exam

	1994	1995	1996	Goal 1997
Doctoral				
UK	✓	✓	✓	✓
UL	✓	✓	✓	✓
Regional				
NKU				
NKU Ohio Bar	✓	✓	✓	✓

Dentistry

In 1995/96, 107 graduates took the National Dental Board Exam-Part II. The pass rate for the graduates from both of the state's dentistry programs was 100 percent. The overall pass rate of 100 percent is one percentage point higher than last year's rate. In all but one of the five years reported, both dentistry programs surpassed the minimum standard of acceptable performance on the licensure exam.

National Dental Board Exam (Part II) Pass Rates



SOURCE: UK and U of L

Progress Toward Goal

A 90 percent pass rate on the National Dental Board Examination-Part II (NDBE) was established as the minimum standard of acceptable performance.

Goal Attainment
National Dental Board Exam (Part II)

	1994	1995	1996	Goal 1997
Doctoral				
UK		✓	✓	✓
UL	✓	✓	✓	✓

Medicine

A 100 percent pass rate on the United States Medical Licensing Examination-Part II (USMLE) was established as the minimum standard of acceptable performance.

Kentucky's two medical schools report annual results on the second component of USMLE. A total of 219 graduates from the 1995/96 class took the exam. Senior medical students must pass this exam before they can graduate, a requirement which accounts for the 100 percent pass rates earned by graduates of Kentucky's medical schools.

Nursing

Three system-wide pass rates are reported for the 1,484 graduates of Kentucky's nursing programs who took the NCLEX during FY 1995/96. Pass rates are provided for university baccalaureate and associate degree nursing students, community college associate degree nursing students, and postsecondary technical LPN nursing students.

University Sector Results

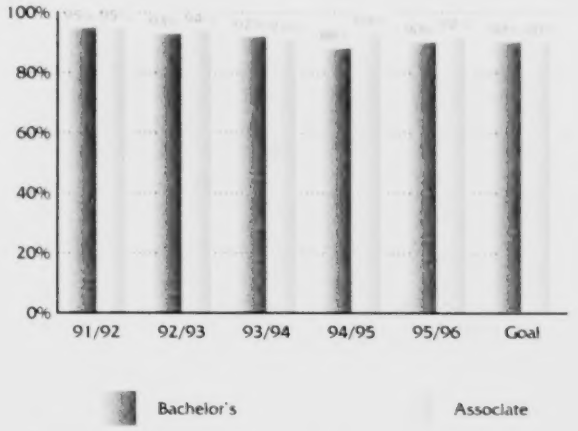
The overall pass rate for baccalaureate nursing programs was 90 percent, up two percentage points from last year, but 5 percentage points below the baseline score. Baccalaureate pass rates ranged from 83 to 96 percent. Three of six baccalaureate nursing programs met the minimum standard of acceptable performance on the licensure exam.

In 1995/96, graduates from the five university associate nursing programs had a combined pass rate of 92 percent on the NCLEX. Over the five year reporting period, the overall pass rates for these programs ranged from 91 percent to 95 percent. In the most recent year, all five of the universities met the minimum standard of acceptable performance on the NCLEX.

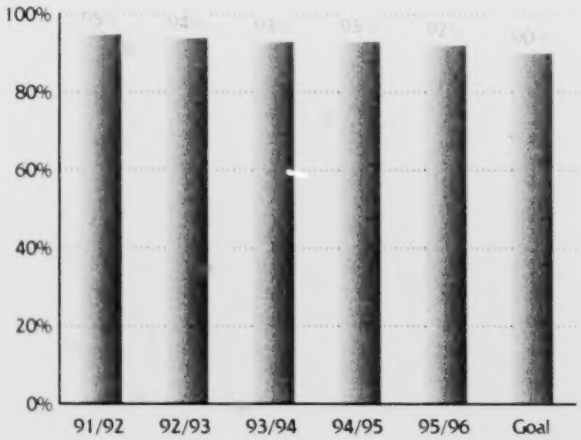
Community College Sector Results

The system-wide pass rate for associate programs offered at the community colleges was 92 percent. Over the five years reporting NCLEX pass rates, the UKCCS pass rate for graduates in associate programs has remained between 92 and 95 percent. The 1995/96 pass rates for the 13 community colleges ranged from 83 percent to 99 percent.

NCLEX Pass Rates
University Students



NCLEX Pass Rates
Community College Students

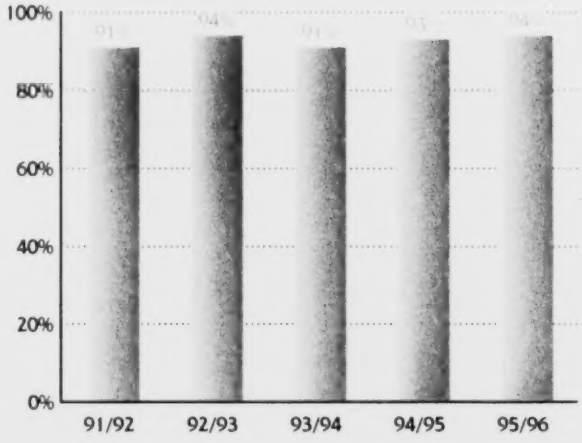


SOURCE: Kentucky Board of Nursing

Postsecondary Technical Sector Results

In 1995/96, the overall pass rate for postsecondary technical schools was 94 percent. For the 16 postsecondary technical nursing programs, the pass rates ranged from 87 percent to 100 percent. Over the five year period between 1991/92 to 1995/96, the overall pass rates ranged from 91 percent to 94 percent. No goal was established for postsecondary technical nursing programs.

NCLEX Pass Rates
Postsecondary Technical Education Students



Progress Toward Goal

For the universities and UKCCS, a 90 percent pass rate on the National Council Licensure Examination (NCLEX) was established as the minimum standard of acceptable performance for both associate and baccalaureate nursing students.

Goal Attainment — NCLEX Exam (Associate)

	1994	1995	1996	Goal 1997
Regional				
EKU	✓	✓	✓	✓
KSU	✓		✓	✓
MoSU	✓			✓
NKU	✓	✓	✓	✓
WKU	✓	✓	✓	✓
Community Colleges				
UKCCS	✓	✓	✓	✓

Goal Attainment — NCLEX Exam (Baccalaureate)

	1994	1995	1996	Goal 1997
Doctoral				
UK	✓	✓		✓
UL	✓	✓		✓
Regional				
EKU	✓	✓		
MoSU			✓	
MuSU	✓	✓	✓	✓
WKU			✓	

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Graduate Degree Alumni Survey

During the 1996/97 academic year, the seven[1] participating universities mailed surveys to alumni who had received a graduate degree from one to two years ago. The questionnaires asked the graduate degree alumni to rate several dimensions of program quality and to evaluate key educational resources. A total of 2,309 graduate alumni were surveyed by the seven participating universities. The response rates, based upon the percentage of deliverable surveys that were completed and returned, ranged from 23.1 percent to 39.4 percent.

Highlights

Evaluation of Program Quality

Quality of Instruction in the Program

Graduate alumni were positive in their assessment of the quality of instruction.

- The percentage of alumni who rated instruction as either "good" or "excellent" ranged from 84.0 percent to 98.3 percent.

Quality of Curriculum in Providing Job Skills and Knowledge

Graduate alumni ratings varied considerably from institution to institution on this item.

- The percentage of university alumni with "good" or "excellent" evaluations ranged from 66.2 percent to 95.4 percent.

Quality of Preparation to Conduct Research or Conduct Analysis and Assessment in One's Professional Work

Institutions had the option of surveying graduate alumni about their training in research or their preparation to conduct analysis and assessment in their professional work. All seven participating institutions asked alumni to rate the quality of their preparation to conduct research.

- The percentage of graduate alumni who rated this item as either "good" or "excellent" ranged from 58.0 percent to 95.9 percent.

Four institutions surveyed their graduate alumni about their preparation to conduct analysis and assessment in their professional work.

- The percentage of graduate alumni who rated this item as either "good" or "excellent" ranged from 68.0 percent to 79.8 percent.

Quality of Overall Graduate Experiences

Evaluations of one's overall graduate experiences were fairly positive and showed a moderate amount of variability across institutions.

- The percentage of "good" or "excellent" ratings ranged from 79.1 percent to 98.3 percent.

Evaluation of Key Educational Resources

Availability of Computing Resources

Compared to other questions, graduates gave relatively low ratings to the availability of computing resources on campus.

- The percentage of graduates who were "satisfied" or "very satisfied" ranged from 67.9 percent to 92.6 percent.

Adequacy of Library Holdings

Graduate alumni were fairly satisfied with the library holdings at their institutions.

- "Satisfied" or "very satisfied" ratings varied from 70.6 percent to 86.7 percent.

Opportunities to Interact with Faculty

In general, respondents indicated that they were satisfied with the availability of faculty on campus.

- The percentage of alumni who were either "satisfied" or "very satisfied" ranged from 86.4 percent to 94.5 percent.

[1] Kentucky State University was not required to conduct a graduate alumni survey since it offers only one graduate program.

Educational and Employment Status of Graduate Degree Alumni

Enrollment in Advanced Education and Work Status

The percentage of graduate alumni who reported being enrolled in a college or university varied greatly from institution to institution. Part- and full-time employment rates were fairly consistent across campuses.

- Current enrollment at a college or university ranged from 6.7 percent to 23.5 percent.
- Part- or full-time employment ranged from 91.7 percent to 96.3 percent.

Employment in Major Field

The great majority of graduate alumni indicated that they are currently working in a position related to their graduate education.

- The percent of students who indicated that their current position was either "somewhat related" or "directly related" to their graduate education ranged from 87.6 percent to 94.7 percent.
- The most common reason for not holding a position in one's chosen field was an inability to find a position related to one's graduate education.

Progress Toward Goal

A goal of 3.0 ("good" on a 4.0 scale) was established by each institution for the following common survey items: overall quality of instruction, preparation for research or professional work assessment, quality of the curriculum in providing job skills and knowledge, overall quality of graduate experiences. An institution met its goal on an item if the target (3.0) was within the item's margin of error.

- In 1997, all seven universities met their goal on the quality of overall instruction.
- The five regional universities met their goal on the quality of curriculum in providing job skills and knowledge in 1997.
- Four of seven universities met their 1997 goal on quality of preparation for research or professional work assessment.
- All seven universities met their goal on quality of overall graduate experiences.

Goal Attainment — Quality of Instruction

	1995	Goal 1997
Doctoral		
UK	✓	✓
UL	*	✓
Regional		
EKU	✓	✓
KSU	na	na
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓

Goal Attainment — Quality of Curriculum in Providing Job Skills and Knowledge

	1995	Goal 1997
Doctoral		
UK		
UL	✓	
Regional		
EKU	✓	✓
KSU	na	na
MoSU	✓	✓
MuSU	✓	✓
NKU		✓
WKU	✓	✓

NOTE: Kentucky State University was not required to participate in this survey because of the small number of graduate students.
** In 1995, the University of Louisville conducted its Graduate Degree Alumni Survey using an early draft of uniformly worded questions which differed significantly from the questions used by the other six institutions; only "quality of curriculum in providing job skills and knowledge" was similar enough to use for goal attainment.*

Goal Attainment — Quality of Preparation for Research or Professional Work Assessment

	1995	Goal 1997
Doctoral		
UK		
UL	*	
Regional		
EKU	✓	✓
KSU	na	na
MoSU	✓	✓
MuSU	✓	✓
NKU		✓
WKU	✓	

NOTE: Kentucky State University was not required to participate in this survey because of the small number of graduate students.
** In 1995, the University of Louisville conducted its Graduate Degree Alumni Survey using an early draft of uniformly worded questions which differed significantly from the questions used by the other six institutions.*

Goal Attainment — Quality of Overall Graduate Experiences

	1995	Goal 1997
Doctoral		
UK	✓	✓
UL	*	✓
Regional		
EKU	✓	✓
KSU	na	na
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓

Undergraduate Alumni Survey

As a means of assessing institutional quality, the public universities and community colleges conduct annual follow-up surveys with their clients and stakeholders. The technical education system sends *Program Improvement Follow-up Surveys* to all former students in order to improve programs and instruction. The results of these surveys, however, are not reported at the institution or system levels.

In 1996, the public universities and community colleges reported survey results for undergraduate alumni; these finding are presented here, along with a summary of institutional progress toward goals for the indicator. For the baccalaureate and associate alumni students survey, nearly all of the institutions surveyed undergraduate alumni using a set of commonly worded questions. Alumni who participated in the survey graduated from two to five years ago. Additional information on survey methodologies is included in the appendix.

Highlights

Quality of Overall Instruction

Alumni who rated the overall instruction as either "good" or "excellent" varied considerably from institution to institution. This percentage ranged:

- from 81.3 percent to 94.2 percent for university baccalaureate alumni.
- from 83.3 percent to 100.0 percent for University of Kentucky Community College System (UKCCS) alumni in transfer programs.
- from 90.4 percent to 100.0 percent for UKCCS alumni in technical programs.

Quality of Instruction in the Major

Overall, ratings of the quality of instruction in one's major field were more positive from university alumni than community college alumni. The percentage of university alumni with "good" or "excellent" evaluations ranged:

- from 85.8 percent to 95.1 percent.

Community college alumni in the technical programs were somewhat more positive than transfer program students in their evaluations of instruction in their major field. "Good" or "excellent" ratings ranged:

- from 58.1 percent to 96.2 percent for alumni in transfer programs.
- from 75.7 percent to 100.0 percent for alumni in technical programs.

Quality of Preparation for Jobs

University alumni were generally less positive than UKCCS alumni in their ratings of the quality of the curriculum in providing job related skills and knowledge. The percentage of alumni who rated this item as either "good" or "excellent" ranged:

- from 60.7 percent to 79.6 percent for university baccalaureate alumni.
- from 75.4 percent to 95.0 percent for technical degree alumni at community colleges.

Quality of Preparation for Further Education

Preparation for further education showed a wide range of responses. The percentage of alumni who rated their preparation for further education as either "good" or "excellent" ranged:

- from 68.9 percent to 86.3 percent for university baccalaureate alumni.
- from 56.6 percent to 88.9 percent for UKCCS alumni from the transfer programs.

Enrollment in College

As one might expect, community college alumni from transfer programs were more likely than university alumni to be enrolled in a college or university. Alumni who answered affirmatively to the question, "Are you enrolled at a college or university?" ranged:

- from 15.3 percent to 25.4 percent for university baccalaureate alumni.
- from 43.1 percent to 84.0 percent for UKCCS alumni from the transfer program.

Employment Status

The percentage of alumni who reported being employed full-time also varied considerably from institution to institution. Self-reported, full-time employment ranged:

- from 69.5 percent to 86.0 percent for baccalaureate alumni.
- from 28.0 percent to 76.5 percent for UKCCS alumni with technical degrees.

Employment in Major Field

University and community college alumni were asked whether they had worked in a position "substantially related" to their major since their graduation. The percentage of alumni who reported that they had worked in such a position ranged:

- from 70.6 percent to 82.7 percent for baccalaureate alumni.
- from 32.0 percent to 88.9 percent for UKCCS alumni with technical degrees.

The most common reason indicated for not working in a position related to one's major was finding "other employment at least as desirable as employment related to my major." These ratings may be influenced more by regional labor markets than by the quality of training received.

Progress Toward Goal

A goal of 3.0 ("good" on a 4.0 scale) was established by each institution for the following common survey items: overall quality of instruction, instruction in the major, provision of job skills and knowledge, and preparation for further education. An institution met its goal on an item if the target (3.0) was within the item's margin of error.

- In 1996, seven of eight universities and the UKCCS (both transfer and technical degree students) met their goal on the quality of overall instruction.
- All of the universities and the UKCCS achieved their goal on the quality of instruction in the major in 1996.
- Four of eight universities and the UKCCS met their goal in 1996 on their provision of job skills and knowledge.
- In 1996, six of eight universities and the UKCCS met their goal in preparing their students for further education.

Goal Attainment — Overall Instruction

	1994	Goal 1996
Doctoral		
UK		
UL	✓	✓
Regional		
EKU	✓	✓
KSU	✓	✓
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓

Goal Attainment — Instruction in Major

	1994	Goal 1996
Doctoral		
UK	✓	✓
UL	✓	✓
Regional		
EKU	✓	✓
KSU	✓	✓
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓

Goal Attainment — Provision of Job Skills and Knowledge

	1994	Goal 1996
Doctoral		
UK		
UL	✓	
Regional		
EKU	✓	✓
KSU		
MoSU		✓
MuSU	✓	✓
NKU	✓	✓
WKU		
Community Colleges		
UKCCS	✓	✓

Goal Attainment — Preparation for Further Education

	1994	Goal 1996
Doctoral		
UK	✓	✓
UL	✓	
Regional		
EKU	✓	✓
KSU		
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓

Graduating Students Survey

In an effort to assess institutional quality, the higher education community conducts several surveys on a rotating basis. Groups that are surveyed include graduate and undergraduate alumni, graduating seniors, parents, and employers. In 1996, the public universities and community colleges reported survey results for their graduating students. These findings are presented here, along with a summary of institutional progress toward goals for this indicator. The postsecondary technical institutions do not currently conduct surveys of their graduating students.

For the graduating students, universities and community colleges surveyed undergraduate students with 90 or more credit hours using a set of commonly worded questions. Additional information on survey methodologies is included in the appendix.

Highlights

Quality of Instruction

Student evaluations of the quality of overall instruction were generally higher at the University of Kentucky Community College System (UKCCS) than at the universities. The percentage of students who rated overall instruction as either "good" or "excellent" ranged:

- from 75.1 percent to 90.6 percent for baccalaureate students.
- from 84.6 percent to 100.0 percent for associate degree students at the UKCCS.

Quality of Noninstructional Services

University students rated the quality of noninstructional services (e.g., library, computer services, registration) less favorably than they rated overall instruction. The percentage of students who rated noninstructional services as either "good" or "excellent" ranged:

- from 58.0 percent to 70.2 percent for baccalaureate students.
- from 93.2 percent to 100.0 percent for UKCCS students.

Effectiveness of High School Preparation

Evaluations of high school preparation varied considerably and were generally low compared to other survey items. The percentage of students who rated their high school preparation as either "effective" or "very effective" ranged:

- from 59.2 percent to 79.4 percent for university baccalaureate students.
- from 59.5 percent to 78.7 percent for UKCCS students.

Willingness to Recommend Institution

Community college students were more willing than university students to recommend their institution to another student. The percentage of students who either "agreed" or "strongly agreed" with the statement, "I would recommend (name of institution) to another student," ranged:

- from 81.1 percent to 94.1 percent for university baccalaureate students.
- from 90.7 percent to 100.0 percent for UKCCS students.

Progress Toward Goal

A goal of 3.0 ("good" on a 4.0 scale) was established by each institution for the following common survey items: overall quality of instruction and students' willingness to recommend their institution to a prospective student. An institution met its goal on an item if the target (3.0) was within the item's margin of error.

- Six of eight universities and the UKCCS achieved their goal on the overall quality of instruction.
- In 1996, all of the universities and the UKCCS met their goal on the students' willingness to recommend the institution.

Goal Attainment — Overall Instruction

	1994	Goal 1996
Doctoral		
UK		✓
UL	✓	
Regional		
EKU	✓	✓
KSU		
MoSU		✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓

Goal Attainment — Recommend Institution

	1994	Goal 1996
Doctoral		
UK	✓	✓
UL	✓	✓
Regional		
EKU	✓	✓
KSU	✓	✓
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓

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Student Progress/Advancement

Time and Credits to Degree

A policy study undertaken by the Council on Postsecondary Education (CPE) staff in 1997 examined the length of time baccalaureate students at Kentucky's eight public universities take to graduate and the number of earned and attempted credit hours they accumulated at the time of graduation. The various analyses used information derived from the Comprehensive Data Base and information supplied by the eight public universities. The study examined the records of 7,273 of the 11,576 students who earned a baccalaureate degree in 1994/95 from one of the public universities. Graduates who transferred from either an out-of-state-institution or an independent Kentucky institution were excluded from the data set because the Comprehensive Data Base did not contain complete sets of their records. In addition, 115 students who returned to college to earn a second degree in 1994/95 were removed from the analysis. Students were tracked back in time for up to ten years to when they were first-time freshmen.

Associate degree recipients from the University of Kentucky Community College System (UKCCS) were excluded for several reasons. First, many students come to the UKCCS with no intention of earning an associate degree. Some want to take courses that will transfer to a public university. Others seek to enhance their job skills or to enrich their personal lives. Second, many students who pursue an associate degree are older adults who enroll part-time while they work and attend to family responsibilities. One would expect these students to take longer to graduate than traditional college-aged students.

Students who earned a diploma/certificate at one of the postsecondary technical institutions also were excluded from this study. The feasibility of extending this analysis to postsecondary technical education students will be considered in future years.

Highlights

- Students enrolled in an average of 11.2 semesters prior to graduation.
- Four out of ten graduates enrolled in more than 11 semesters.
- The average number of semesters students took to graduate at each of the public universities ranged from 10.6 to 12.6 semesters.
- These graduates took an average of 4.8 calendar years to graduate.
- Time to graduation in calendar years ranged from 4.5 to 5.3 years.
- Graduates earned an average of 141.8 credit hours prior to graduation.
- The average number of credit hours students earned at the time of graduation ranged from 139.7 to 143.1.
- Graduates averaged 156.6 attempted credit hours — nearly 28 credit hours beyond what is mandated by their degree requirements.
- The average number of attempted credit hours ranged from 153.3 to 165.3.
- Nontraditional students took 1.4 semesters longer to graduate than traditional students.
- Students who attended their first semester on a part-time basis were enrolled in 4.1 more semesters and took over 2 calendar years longer to graduate than full-time students.

Significant Findings Related to Time to Degree

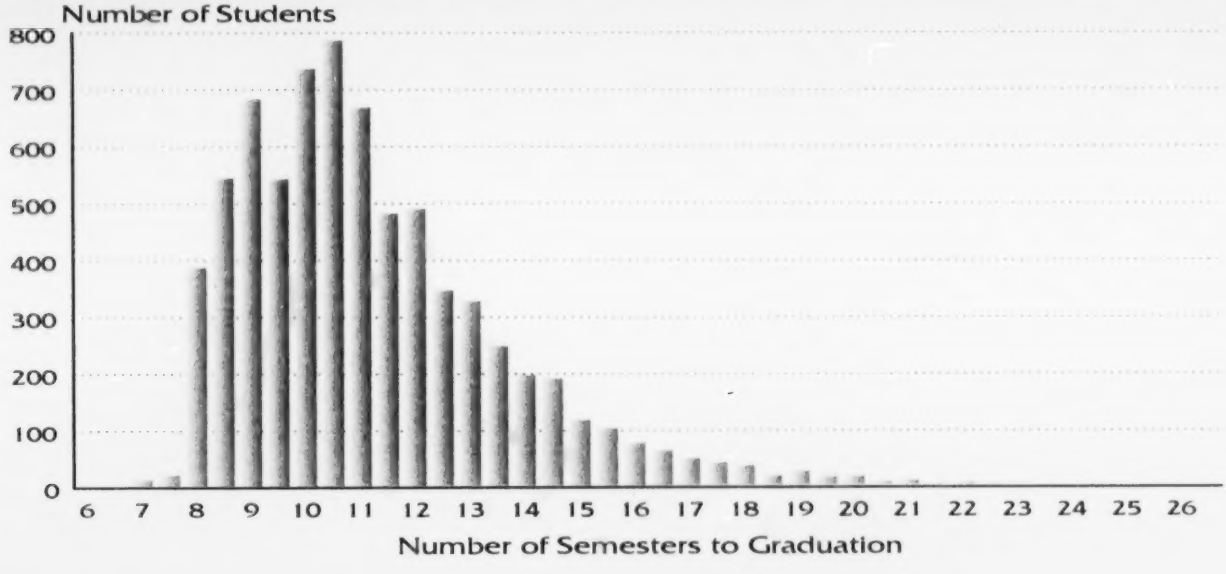
The second phase of the study identified factors associated with the number of terms graduates enrolled prior to graduation. The results indicate that students who were enrolled in a relatively high number of semesters prior to graduation were more likely to have:

- attempted fewer credit hours per semester;
- changed majors one or more times;
- stopped out from time to time;
- transferred one or more times;
- scored lower on the ACT; and
- been male.

In regard to student race, African Americans took longer than whites to graduate. Whites, in turn, enrolled in more semesters prior to graduation than students of 'other' races.

For more detailed information the full report, "An Analysis of Student Time and Credits to Degree," is available upon request.

Number of Semesters Enrolled Prior to Graduation — 1994/95 Bachelor's Degree Recipients



NOTE: One or more summer semesters in a given year were counted as one-half semester.

Time and Credits to Degree by Selected Student Groups — 1994/95 Bachelor's Degree Recipients

Student Groups	Number of Students	Average Number of Semesters	Average Time to Degree (in yrs.)	Average Earned Credit Hours	Average Attempted Credit Hours
Under 25	7,000	11.2	4.8	141.8	156.6
25 & over	273	12.6	5.3	145.5	156.1
Full-time	6,620	10.8	4.7	141.8	155.5
Part-time	653	14.9	6.8	141.0	157.6
ALL STUDENTS	7,273	11.2	4.8	141.8	156.6

Time and Credits to Degree by University — 1994/95 Bachelor's Degree Recipients

	Number of Students	Average Number of Semesters	Average Time to Degree (in yrs.)	Average Earned Credit Hours	Average Attempted Credit Hours
Doctoral					
UK	1,764	10.9	4.7	142.8	155.0
UL	997	12.6	5.3	139.7	157.0
Regional					
EKU	1,137	11.3	5.0	143.1	161.4
KSU	143	10.7	4.7	143.1	165.3
MoSU	635	10.6	4.5	141.1	156.0
MuSU	751	10.8	4.7	143.1	156.5
NKU	549	11.8	5.3	141.0	157.8
WKU	1,306	10.8	4.7	140.5	153.3
ALL STUDENTS	7,273	11.2	4.8	141.8	156.6

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Remedial Follow-Up

The remedial follow-up analysis examines both the number and percent of students enrolled in remedial math and English courses at the public universities and community colleges. The postsecondary technical institutions offer remedial math and English courses; however, follow-up data have not been collected. Students sometimes require remediation in other subjects, but the bulk of remedial work occurs in English and math. Therefore, the report focuses on these disciplines.

The remedial follow-up analysis identifies the number of students exiting remedial courses and successfully completing entry-level courses in these disciplines. Students enrolled in remedial English and math courses during the fall 1994 semester were tracked for four semesters (spring 1995 through fall 1996) to evaluate their success in completing entry-level courses. A student's success in remedial and entry-level courses was defined as earning a grade of C or better.

Highlights

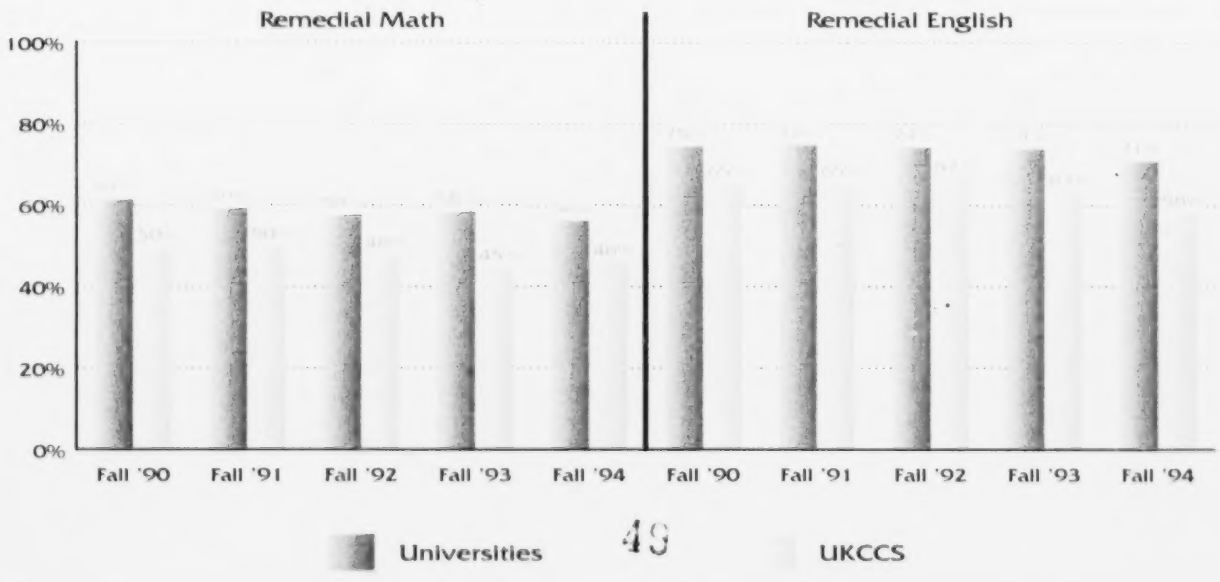
System-wide, a total of 18,184 students were enrolled in remedial math courses, while 5,564 students were enrolled in remedial English courses in fall 1994. The University of Kentucky Community College System (UKCCS) enrolled the majority of students who took remedial math (63.7 percent) and remedial English (54.6 percent). As a percentage of the lower division headcount, university enrollments in remedial math and English remained constant from fall 1990 to fall 1994 (ranging from 14.8 percent to 16.0 percent in remedial math and 5.3 percent to 6.1 percent in remedial English). The significant growth in remedial enrollments, particularly in remedial English, occurred at the community colleges. While UKCCS enrollments grew 11.8 percent between fall 1990 and fall 1994, remedial math enrollments rose 23.1 percent and remedial English enrollments increased 49.0 percent.

Pass Rates in Remedial Courses

University Sector Results

- During fall 1994, nearly six out of ten university students enrolled in remedial math passed their remedial courses with a grade of C or higher.
- The remedial math pass rate for university students was five percentage points below the 1990 baseline pass rate.
- The fall 1994 remedial math pass rates ranged from 39.4 percent to 67.5 percent.
- Seven out of ten students enrolled in remedial English in fall 1994 passed their remedial courses with a grade of C or higher.
- Across the five cohorts studied, the pass rates for university students in remedial English ranged from 70.8 percent to 74.8 percent.

Remedial Math and English Pass Rates — University & Community College Students



- The remedial English pass rates ranged from 56.1 percent to 80.9 percent.

Community College Sector Results

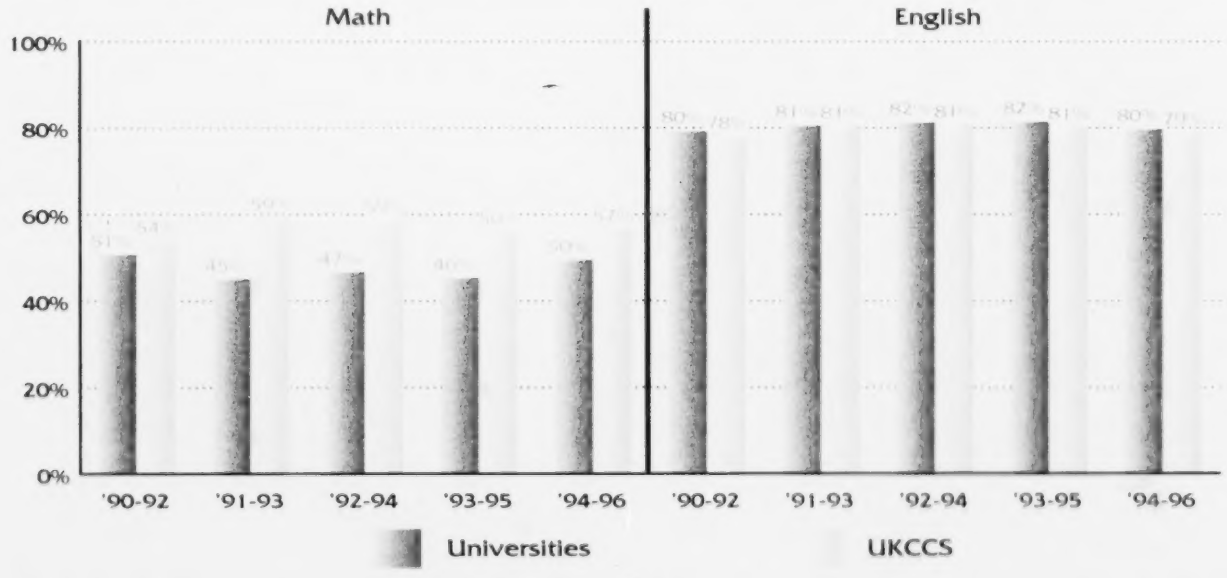
- Less than half of the community college students who took remedial math in fall 1994 passed their remedial courses with a grade of C or higher.
- The remedial math pass rates for community college students fluctuated between 44.6 percent and 49.9 percent across the five cohorts examined.
- At the 14 community colleges, the fall 1994 remedial math pass rates ranged from 38.3 percent to 62.2 percent.
- Six out of ten community college students who took remedial English during fall 1994 passed their remedial courses with a grade of C or higher.
- The 1994 pass rate of 58 percent in remedial English was seven percentage points below the 1990 baseline pass rate and 9 percentage points below the pass rate for the 1992 cohort.
- In fall 1994, the remedial English pass rates ranged from 35.7 percent to 79.2 percent.

Participation Rates of Remedial Students in Entry-level Courses

The graph below shows the percentage of students who went on to take an entry-level course following their successful completion of a remedial course.

- Nearly half of the university students who successfully completed a remedial math course went on to enroll in an entry-level math course during the 4-semester tracking period.
- At one university, only 15 percent of the students who completed remedial math went on to take an entry-level math or math-related course during the four-semester tracking period.
- Across the five cohorts studied, between 54 percent and 60 percent of the UKCCS remediated math students took an entry-level math course after completing their remedial work.
- The percentage of university and community college students who took remedial English and who later enrolled in an entry-level English course has remained at about 80 percent.

Percentage of Remedial Students Who Enroll in Entry-Level Courses



Pass Rates in Entry-Level Courses

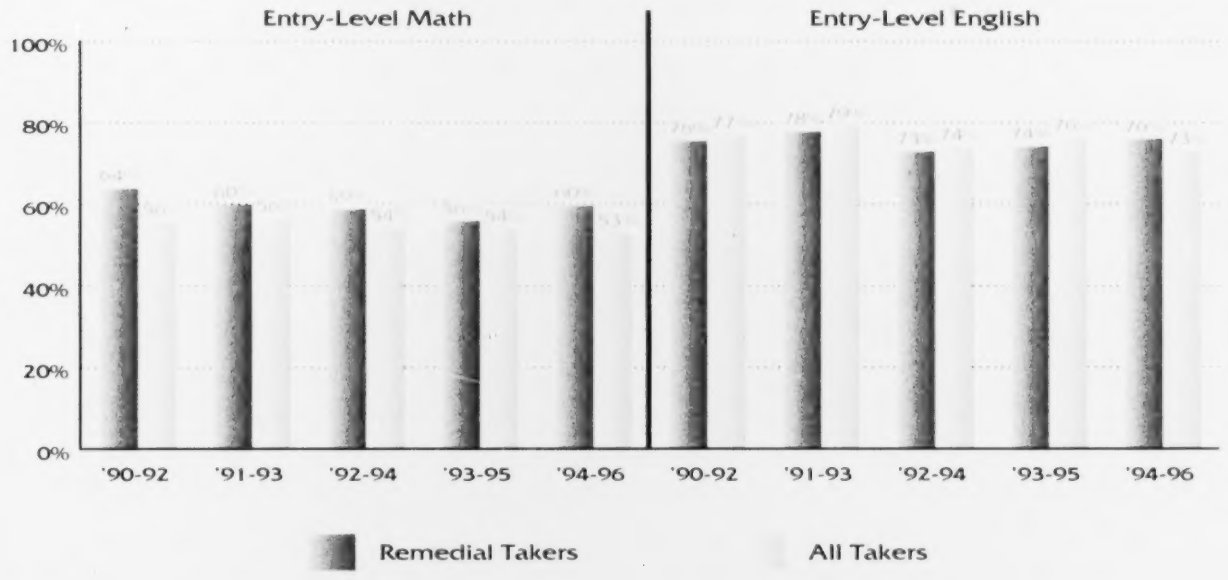
University Sector Results

- Of those university students who passed remedial math in fall 1994 and went on to take an entry-level course, six out of ten successfully completed their courses with a grade of C or higher -- a pass rate above that for all entry-level course takers (59.6 percent vs. 52.9 percent).
- The pass rate for remediated students in entry-level math has fluctuated between 55.9 percent and 63.8 percent across the five-year reporting period.
- At seven of the eight universities, the remediated students performed better than "all takers" in entry-level math courses.
- Of those university students who passed remedial English in fall 1994 and went on to take an entry-level course, more than three-quarters successfully completed their courses with a grade of C or higher -- a pass rate above that for all entry-level takers (76.1 percent vs. 73.0 percent).
- The pass rate for remediated students in entry-level English has fluctuated between 72.9 percent and 77.8 percent across the five cohorts examined.
- At four of the seven universities which offer remedial English, the remediated students performed better than "all takers" in entry-level English courses.

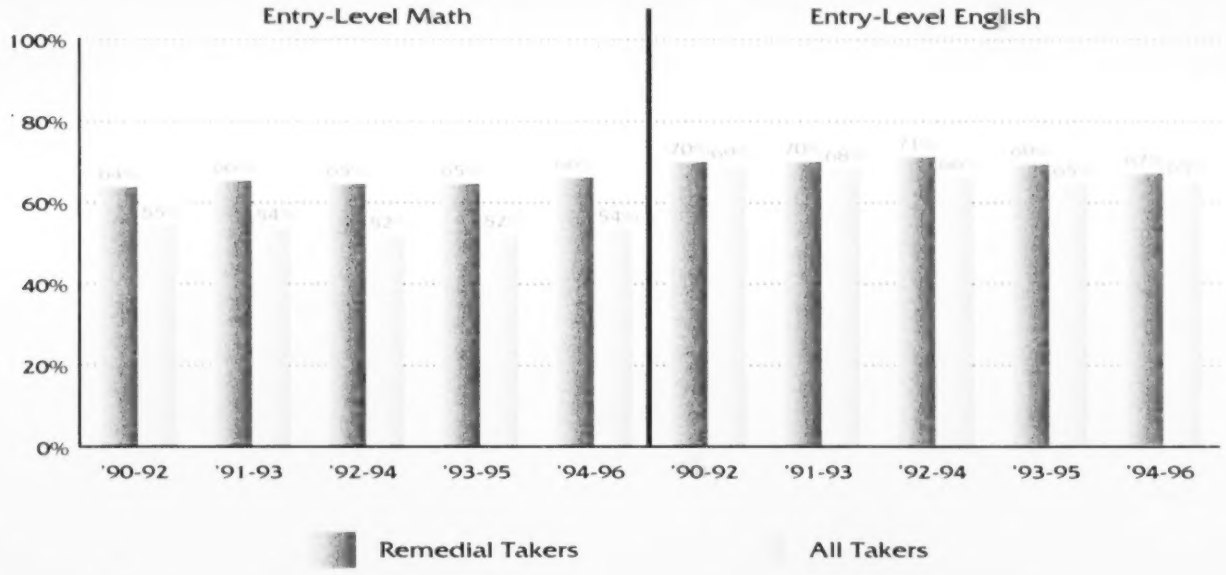
Community College Sector Results

- Of those community college students who passed remedial math in fall 1994 and went on to take an entry-level course, two-thirds successfully completed their courses with a grade of C or higher -- a pass rate considerably above that for all entry-level course takers (66.3 percent vs. 53.5 percent).
- Of those community college students who passed remedial English in fall 1994 and went on to take an entry-level course, nearly seven out of ten students successfully completed their courses with a grade of C or higher -- a pass rate slightly above that for all entry-level course takers (67.1 percent vs. 65.3 percent).
- The entry-level math and English pass rates for remediated students remained fairly steady across the five cohorts examined.
- The pass rates of remedial takers surpassed those for all entry-level takers in all five years of the reporting period.

Entry-Level Math and English Pass Rates — Remedial Takers Vs All Takers (Universities)



Entry-Level Math and English Pass Rates — Remedial Takers Vs All Takers (UKCCS)



Progress Toward Goal

The goal for remediated students' pass rates in entry-level courses is to be at least as high as the pass rates for all students in these courses, where passing is a grade of C or higher. Progress toward this goal is tracked for each university and the University of Kentucky Community College System (UKCCS).

Goal Attainment — Remedial Math

	1994	1995	1996	Goal 1997
Doctoral				
UK	✓	✓	✓	✓
UL	✓			✓
Regional				
EKU	✓			
KSU		✓	✓	✓
MoSU	✓		✓	✓
MuSU				✓
NKU				✓
WKU	✓	✓	✓	✓
Community Colleges				
UKCCS	✓	✓	✓	✓

Goal Attainment — Remedial English

	1994	1995	1996	Goal 1997
Doctoral				
UK	na	na	na	na
UL	✓		✓	
Regional				
EKU	✓	✓		✓
KSU	✓		✓	✓
MoSU	✓	✓		✓
MuSU		✓		
NKU		✓		
WKU				
Community Colleges				
UKCCS	✓	✓	✓	✓

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Persistence and Graduation Rates

The 1997 data for this indicator could not be collected in time for inclusion in this report. The university and community college information provided below is based on data collected in 1996. The 1997 data will be reported at a future date.

Persistence rates reflect the percentage of full-time, degree-seeking freshmen who either graduated, transferred to another public Kentucky institution, or were still enrolled at their original institution at the end of a designated tracking period. In this year's report, associate degree-seeking students who began their careers in higher education in 1990 were tracked for three years at the universities and community colleges. Baccalaureate students who entered the universities in 1989 were tracked for six years. The lengths of the tracking periods for associate degree and baccalaureate students are consistent with requirements under the federal Student Right-to-Know Act.

In the Technical Institutions Branch, student progress is measured in terms of completion rates, a statistic which differs significantly from the persistence and graduation rates used to assess associate degree and baccalaureate programs. The completion rate is calculated by dividing the total number of diploma and certificate completers by the total number of students exiting the program for any reason. (Students who transfer to another educational institution are, however, removed from the analysis.) Unlike persistence and graduation rates, completion rates are not based on a cohort analysis - the tracking of a single group of students over time. The completion rates of postsecondary technical education students cannot be compared directly with the graduation and persistence rates at the universities and community colleges.

Highlights

University Sector Results

- The persistence rate for the 1989 baccalaureate cohort was 63.3 percent, a decline of 1.7 percentage points from the 1987 baseline cohort;
- Graduates constituted the majority of the baccalaureate persisters; and
- The graduation rate for this cohort was 36.8 percent, a decline of 1.7 percentage points from the 1987 baseline cohort.

Across all eight universities, students in the 1989 bachelor's degree cohort showed persistence rates ranging from 42.9 percent to 73.9 percent and graduation rates ranging from 25.4 percent to 48.1 percent.

Community College Sector Results

- The persistence rate for the 1990 University of Kentucky Community College System (UKCCS) cohort (associate degree students and "undecided" students) was 46.4 percent, a decline of 2.6 percentage points from the 1987 baseline cohort;
- Students who transferred comprised the largest group of persisters; and
- The graduation rate for associate degree students was 13.8 percent, a decline of 2.6 percentage points from the 1987 baseline cohort.

The persistence and graduation rates for the UKCCS were calculated somewhat differently than for the individual community colleges. The appendix contains a description of the different procedures used to calculate persistence and graduation rates for the UKCCS and the individual community colleges.

Community college persistence rates for the 1990 cohort ranged from 38.3 percent to 57.9 percent; graduation rates ranged from 4.4 percent to 29.9 percent. Historically, graduation rates at community colleges have been relatively low due to the nature of one of their missions: to provide course offerings that are transferable to a baccalaureate institution. Students who transfer to a baccalaureate institution are figured into a community college's persistence rate, but not its graduation rate.

Persistence Rates for University Transfers

Efforts were made at the system-wide level to determine the persistence of university students who transferred from one institution to another institution in Kentucky. Of the 2,590 baccalaureate students who transferred:

- 24.4 percent were awarded a degree, an increase of 0.5 of a percentage point from the 2,472 students who transferred during the 1987 baseline cohort; and
- 20.6 percent were still enrolled after six years, a decrease of 5.9 percentage points from the 1987 baseline cohort.

Postsecondary Technical Sector Results

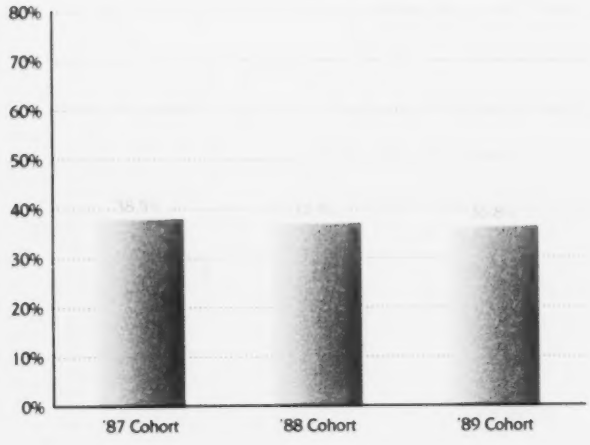
- The sector completion rate for 1995/96 was 53 percent;
- Institutional completion rates ranged from 25 percent to 90 percent; and
- In the six-year period from 1990/91 to 1995/96, sector completion rates have ranged from a low of 47 percent in 1993/94 to a high of 55 percent in 1992/93.

Six-Year Graduation and Persistence Rates for University Bachelor's Students

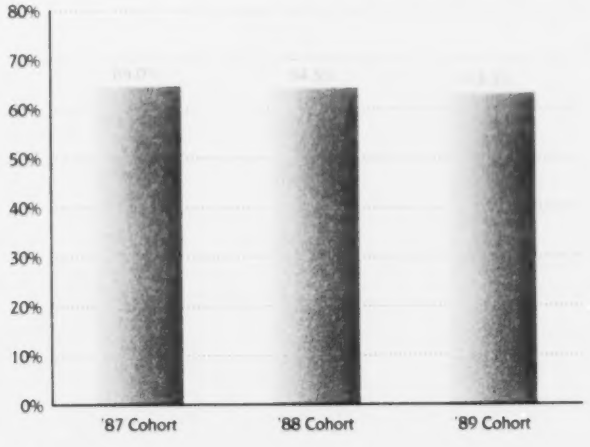
	1987 Cohort		1988 Cohort		1989 Cohort	
	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)
Doctoral						
UK	51.4	78.1	49.4	77.5	48.1	73.9
UL	31.8	66.3	29.0	67.2	29.9	66.7
Subtotal	43.6	73.4	41.2	73.4	39.8	70.6
Regional						
EKU	30.3	61.2	31.9	60.3	30.4	58.6
KSU	22.7	43.1	19.6	46.8	32.3	50.2
MoSU	38.6	58.8	39.2	61.8	37.5	63.3
MuSU	46.0	67.5	41.5	63.6	43.2	66.4
NKU	19.9	47.1	28.4	47.8	25.4	42.9
WKU	37.8	62.5	38.9	62.3	39.8	63.2
Subtotal	34.6	59.9	35.3	59.3	35.1	59.1
TOTAL	38.5	65.0	37.5	64.5	36.8	63.3

SOURCE: Comprehensive Data Base

Graduation Rates
University: Bachelor's Student Cohorts



Persistence Rates
University: Bachelor's Student Cohorts



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Three-Year Graduation and Persistence Rates for UKCCS Students

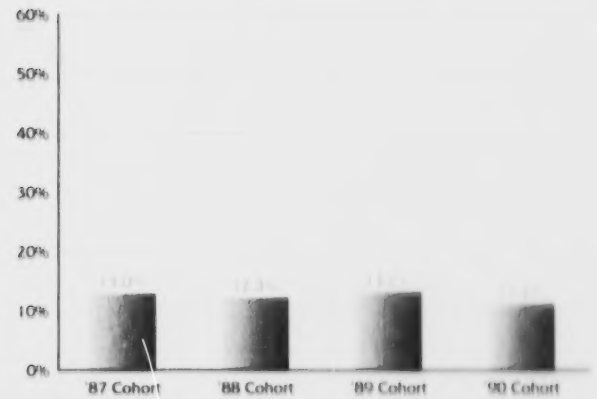
	1987 Cohort		1988 Cohort		1989 Cohort		1990 Cohort	
	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)
Ashland	12.2	44.4	12.1	44.2	11.6	45.9	10.1	42.5
Elizabethtown	9.8	52.4	8.0	46.8	11.3	54.1	10.8	47.0
Hazard	14.6	50.0	12.7	48.5	14.5	58.1	8.6	44.0
Henderson	20.9	47.9	17.6	52.0	20.0	56.3	14.0	43.4
Hopkinsville	22.6	53.3	32.5	56.2	25.6	53.0	29.9	57.9
Jefferson	5.5	45.8	4.2	45.4	5.2	44.4	4.4	38.3
Lexington	10.4	57.5	6.3	54.5	6.0	55.0	4.8	49.7
Madisonville	9.1	48.0	8.7	44.5	11.4	53.1	8.5	46.2
Maysville	22.4	47.2	19.8	44.8	25.0	50.0	15.2	39.2
Owensboro	13.1	50.0	14.3	55.6	11.5	48.6	10.6	50.5
Paducah	21.5	52.1	21.0	48.2	22.9	54.9	20.0	52.2
Prestonsburg	10.8	43.9	10.3	49.6	11.4	53.2	9.6	47.6
Somerset	10.0	49.8	9.5	53.4	11.0	53.5	9.1	51.5
Southeast	26.0	48.0	32.1	55.7	24.6	50.7	22.4	47.2
TOTAL	13.0	49.2	12.3	49.3	13.2	51.5	11.2	46.4

Three-Year Graduation and Persistence Rates for Associate and Undecided UKCCS Students

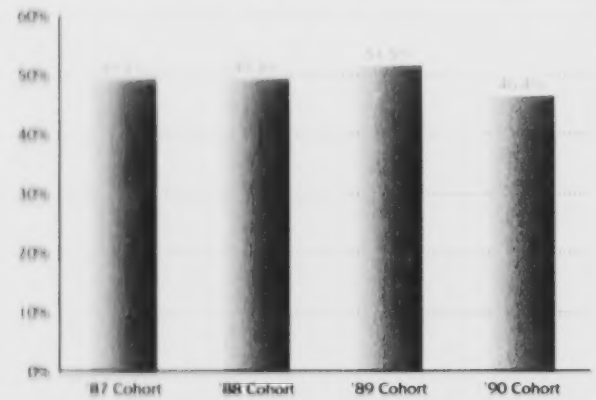
	1987 Cohort		1988 Cohort		1989 Cohort		1990 Cohort	
	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)
Associate	16.4	50.3	15.7	51.7	16.3	52.6	13.8	49.4
Undecided	8.5	47.8	7.8	46.1	9.3	50.0	7.7	42.3
TOTAL	13.0	49.2	12.3	49.3	13.2	51.5	11.2	46.4

SOURCE: Comprehensive Data Base

Graduation Rates UKCCS: All Students Cohort



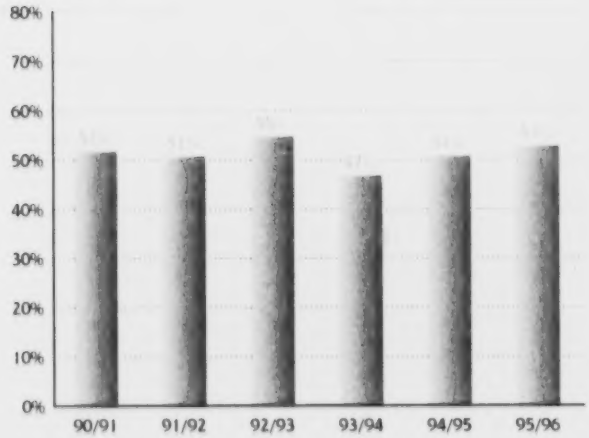
Persistence Rates UKCCS: All Students Cohort



1995/96 Completion Rates Postsecondary Technical Institutions

	(%)
Anderson Technology Center*	33
Ashland RTC	54
Bowling Green RTC	68
Cumberland Valley HTC	69
Danville HTC	68
Glasgow HTC	80
Harlan RTC	58
Hazard RTC	63
KY Advanced Technology Institute	40
Kentucky Tech Central	41
Kentucky Tech Daviess County	25
Kentucky Tech Elizabethtown	63
Kentucky Tech Jefferson	37
Kentucky Tech Laurel County	54
Kentucky Tech Owensboro	28
Kentucky Tech Rowan County	61
Kentucky Tech Somerset	47
Madisonville HTC	78
Madisonville RTC	32
Mayo RTC	62
Northern Campbell Tech	90
Northern KY HTC	60
Northern Kentucky Tech	51
Southeast Technology Center	62
West Kentucky Tech	64
Sub-total	54
Secondary Centers**	55
Corrections Education***	35
TOTAL	53

Completion Rates Postsecondary Technical Institutions



** Anderson Technology Center was not in full operation during this school year.*

*** In 1996/97, the technical education system operated 54 area technical centers (ATCs). The priority of these institutions was to serve one or more of the high schools in the area. Postsecondary students were enrolled in a few institutions in full-time postsecondary programs. In many of the ATCs postsecondary students were allowed to enroll in the secondary classes on a space available basis. In this report enrollment in the ATCs is not reported by individual institution, but rather by a single group entry.*

**** Under contract with the Department of Corrections, the technical education system operates 12 technical centers in correctional institutions. These are reported as a single group entry.*

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Progress Toward Goal

At the universities, the goal-setting discussion was limited to rates for full-time, degree-seeking baccalaureate students. Each institution was asked to set reasonable goals for its graduation and persistence rates within six-year tracking periods. Goals were not established for individual community colleges; however, goals were adopted for the UKCCS. Based upon three-year tracking periods, separate goals were established for full-time associate degree students and students who were "undecided" about which degree to pursue.

In general, the goals adopted by the institutions were conservative. The relatively small increments in graduation and persistence rates targeted by the institutions can be traced, in part, to the fact that the accountability reporting process tracks students retrospectively. The freshmen classes that have been studied in past years—as well as the classes that will be the focus of next year's report—were in the "pipeline" before the accountability legislation was passed in 1992. Therefore, institutions were limited in the extent to which they could implement initiatives that would have a substantial effect upon their graduation and persistence rates. In charting progress as of 1996, the results reveal that:

- Only two universities reached their graduation rate targets set for 1997;
- Only two universities reached their persistence rate targets set for 1997; and
- The UKCCS did not reach either its graduation or its persistence targets set for 1997.

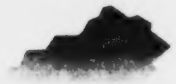
Goal Attainment — Graduation Rates

	Target	1994	1995	'97 Goal as of '96
Doctoral				
UK	51.0	✓		
UL	32.0			
Regional				
EKU	31.0		✓	
KSU	22.8			✓
MoSU	39.0		✓	
MuSU	47.8			
NKU	28.0		✓	
WKU	38.8		✓	✓
Community Colleges				
Associate	18.0			
Undecided	10.0			

Goal Attainment — Persistence Rates

	Target	1994	1995	'97Goal as of '96
Doctoral				
UK	78.0	✓		
UL	67.0		✓	
Regional				
EKU	62.0			
KSU	43.2		✓	✓
MoSU	59.0		✓	✓
MuSU	68.3			
NKU	48.2			
WKU	63.5			
Community Colleges				
Associate	53.0			
Undecided	50.0		✓	

Research, Service, and Workforce Development



Education Reform Initiatives

House Bill 1 requires that the Council on Postsecondary Education (CPE) produce an annual report that documents the contributions made by postsecondary institutions to the quality of elementary and secondary education in the Commonwealth. The education reform indicator recognizes the important role played by postsecondary institutions in supporting the 1990 Kentucky Education Reform Act (KERA). Four different types of institutional initiatives are documented: preparation of P-12 teachers, service to clients, breadth of research, and campus involvement. Council on Postsecondary Education (CPE) activities related to education reform are also reported.

Preparation of P-12 Teachers

The higher education community recognizes the need for all teacher education programs to produce graduates at nationally-competitive levels. All teacher education programs at Kentucky universities have been revised in response to reform initiatives. In addition, the CPE, its staff, and numerous representatives of the postsecondary education community continued to work cooperatively with the Education Professional Standards Board (EPSB) to develop performance standards and assessments for new and experienced teachers and administrators. Similarly, CPE staff, the EPSB, and the National Council for Accreditation of Teacher Education completed the redesign of accreditation standards for teacher preparation to ensure their alignment with the goals of education reform. The major results of these efforts follow:

- Revised basic teacher education programs were submitted by all eight universities and approved by the EPSB.
- Minimum acceptable Praxis II scores for certification were established by the EPSB.

Service to Clients

All universities reported that service to local school districts, particularly with reference to educational reform, continued to be a high priority during 1996/97. Professional development activities for teachers and administrators were the major involvement. However, increasing emphasis was placed on assisting districts with the Kentucky TeleLinking Network, restructuring high schools, recruiting and retaining minorities, and developing Partnership for Reform Initiatives in Science and Mathematics (PRISM). In addition, institutions placed a high priority on working cooperatively with district personnel and redesigning and implementing teacher training programs based on the New and Experienced Teacher Standards. Universities gave added attention to evaluating the services they provided, and several institutions conducted follow-up assessments to judge long-term effects. Universities, community colleges, and the postsecondary technical institutions also participated in the reform effort, reporting extensive involvement in Tech-Prep. In addition, community colleges reported involvement in Service Learning, and recruitment activities. In general, the level of client satisfaction appeared to be high. To be sure, requests for university involvement in reform-related projects from schools, regional service centers, and task forces are increasing. Examples of activities developed to enhance or expand service to clients follow:

- Faculty participation in high school restructuring initiatives.
- Faculty collaboration with educational partners to obtain grants for the improvement of public education.
- Establishment of a web site to provide access to information on programs of school/university collaboration.
- Provision of professional development workshops and seminars designed to help teachers and administrators acquire the knowledge and skills necessary to move reform forward.

Breadth of Research

Most universities reported that faculty were heavily involved in research related to education reform, with most studies undertaken within the colleges/schools of education. Breadth of research varied among institutions, and two universities continued their collaborative institute, whose sole purpose is to study and conduct research pertaining to the progress and effects of KERA's implementation. Examples of funded research topics of inquiry follow:

- Impact of KERA on school culture.
- School-based decision-making and the empowerment of secondary school teachers.
- Peer relations in ungraded primary classes.

Campus Involvement

All eight universities maintained specific centers/positions to coordinate reform activities, and several universities reported significant gains in the involvement of colleges/departments outside education. Several institutions also maintained centers of excellence designed for faculty members to upgrade their skills and knowledge. All institutions completed revamping their teacher education programs based on the New and Experienced Teacher Standards. Examples of expanded campus-wide involvement follow:

- Increased collaboration between teacher education faculty and faculty in other disciplines on KERA-related research.
- Increased efforts to examine and revise curricula in non-teacher education courses in terms of KERA objectives.

SPOTLIGHT Newsletter

In order to highlight recent reform-related activities undertaken by the state universities and community colleges, to facilitate communication about reform topics of special interest to the higher education community, and to foster collaboration among the institutions, the CPE periodically publishes *SPOTLIGHT: Higher Education and the Schools Newsletter.* The newsletter continues to present a sampling of what is happening across the state, with special emphasis given to creative, innovative, and experimental reform efforts.

Public Education Support Program

The CPE's Public Education Support initiative included a variety of activities related to preparing and encouraging high school students to continue their education after graduation. Examples of these programs and activities follow:

- Eisenhower Math and Science Program—provides grants to colleges or universities establishing partnerships to promote professional development for P-12 teachers.
- The Governor's Minority Student College Preparation Program— seeks to recruit minority students.
- *Kentucky High School Feedback Report* (5th edition)— provides high school administrators and teachers with information on the collegiate performance of their recent graduates.
- *Futures: A Guide to Life After High School*— provides a reference tool for high school guidance counselors; updated annually and distributed to high schools across Kentucky.
- Day on Campus—provides children in grades four through nine with an opportunity to spend a day on the campus of a postsecondary education institution in Kentucky.
- The Professional Education Preparation Program (PEPP)— helps new high school graduates from medically underserved counties prepare and apply for admission to medical or dental school.
- KEYS to KERA Program—creates a statewide infrastructure of school, community and postsecondary education partnerships that assist in implementing KERA by serving the learning needs of at-risk students.

Kentucky TeleLinking Network (KTLN)

The Kentucky TeleLinking Network (KTLN) is a two-way interactive network that links Kentucky's eight state universities with more than 120 P-12 and college classrooms, resource sites, and other state facilities. KTLN serves to increase access to courses and degree programs for citizens remote from the main campuses of postsecondary institutions.

The postsecondary education community and the Commonwealth's Department of Information Systems (DIS) took the lead in developing the KTLN, which is managed by the Kentucky Educational Television Network (KET). KET management makes possible efficient programmatic and technical linkages among KET's Star Channels satellite distance education system, KTLN's ground-based system, and KET's extensive Internet applications. Network scheduling and switching are conducted by DIS.

KTLN currently transmits credit courses to extended-campus centers, P-12 schools for both high school students and teachers (graduate programs), and governmental sites. In addition, the network is used extensively for professional development for P-12 teachers and university and college faculties.

- KTLN received second place in the "Most Significant Advance in Video Network Design or Services" category at the TeleCon XVI Conference in October 1996, the largest conference of its kind with over 20,000 participants.
- KTLN now links more than 120 P-12 and college classrooms, resource sites, and other state facilities.

Research and Public Service

Higher education's research activities are recognized as an essential component of the state's economic development and are critical to Kentucky's and the nation's efforts to compete in a global marketplace. Yet, Kentucky is currently last among competitor states in research and development funding per capita. One of the objectives of the Postsecondary Education Improvement Act of 1997 is to make the University of Kentucky a top twenty nationally-ranked public research institution and the University of Louisville a nationally-recognized metropolitan research university. The creation of a Research Challenge Trust Fund will provide incentives for these institutions to enhance their research capabilities.

Research and development expenditures for the eight public universities are presented below. While the regional universities are involved in research activities, the missions of the doctoral institutions more specifically address basic and applied research efforts. Therefore, institutional target goals related to research dollars awarded per faculty member were set for the doctoral institutions only. Progress toward these goals is reported below.

Highlights

Expenditures

Research and development expenditures rose 21.3 percent from fiscal year 1993 ($128.3 million) to fiscal year 1996 ($155.7 million). The rate of inflation over this same period was 11.8 percent.

The federal government continues to be the largest source (44.8%) of research funding. Federal funding, as a percentage of total R&D funding, has remained relatively constant since 1993. Institutional funds have consistently been the second largest source of research funds, followed by industrial support and state/local funds.

Public service expenditures for the University of Kentucky Community College System increased 11.3 percent from FY93 ($6.2 million) to FY96 ($6.9 million). At the universities, expenditures increased 14.6 percent (from $136.5 million to $156.5 million) over the same period.

Funded Research

"Funded Research" projects include those which focus on creating, organizing, and applying knowledge. These research projects, which are supported by significant state and/or federal grants, are conducted by the universities. One collaborative effort is the Experimental Program to Stimulate Competitive Research (EPSCoR), now a component of the Kentucky Science and Technology Council. EPSCoR receives funding from the National Science Foundation and other federal and state sources.

Service to Business, Government, and Communities

This category includes programs and activities in which the unique resources, services, and expertise of higher education are effectively addressing the needs of the private and public sectors. Both the universities and the community colleges are actively engaged in such activities. Expertise in many areas--including medical, law enforcement, environmental, and economic fields--is available through many university programs. The community college programs focus on personal enrichment and career enhancement activities.

Specialized Training and Basic Education

Activities which directly influence the educational development and skills training of persons employed in Kentucky business, industry, and government are contained in the "Specialized Training and Basic Education" category. The universities provide a number of activities in this category, especially in the area of public education support; however, the community colleges offer programs ranging from specific computer skills to effective management training to GED testing.

The Council, in conjunction with the institutions, sponsors a number of programs which address research and public service: coordination of the federal Eisenhower grants for math and science; coordination of the Governor's Minority Student College Preparation Program; and publication of *Futures: A Guide to Life After High School*, a resource manual distributed to all high school guidance counselors and others.

Most institutions participate in one or more statewide research and/or public service programs. The Kentucky TeleLinking Network, involving the entire higher education system, is being implemented with grant money awarded to the state by the U.S. Department of Education. This network has greatly improved interactive telecommunication capabilities among the institutions and the public schools.

Progress Toward Goal

The accountability goal for the research and public service indicator is to achieve by 1997 a ratio of total research and development expenditures to number of faculty in the amount of $71,500 for the University of Kentucky and $17,972 for the University of Louisville.

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- The University of Kentucky reached its goal in FY 1996 by attaining an average of $74,997 per faculty member. This was the second year in a row that the University met its goal.
- The University of Louisville surpassed its goal in FY 1996, realizing an average of $24,589 per faculty member. This was the fourth consecutive year that the University met its goal for research expenditures.

Goal Attainment—Research Dollars Per Faculty Member

	Target	1994	1995	1996	Goal 1997
Doctoral					
UK	$71,500			✓	✓
UL	$17,972	✓	✓	✓	✓

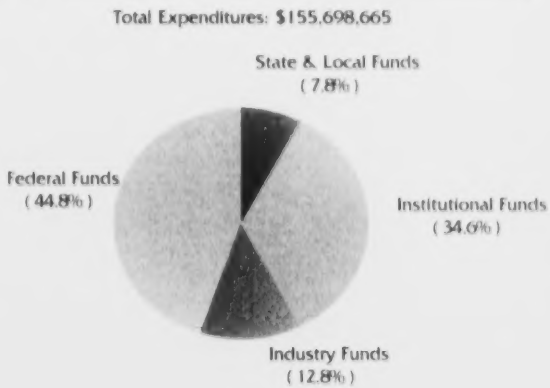
Research and Development Expenditures FY 1996 — Universities

	Federal	State & Local	Industry	Institutional/Other	Total
Doctoral					
UK	$51,450,000	$11,397,000	$13,374,000	$42,500,000	$118,721,000
UL	13,306,000	70,000	6,312,000	9,967,000	29,655,000
Regional					
EKU	146,864	264,475	11,454	33,284	456,077
KSU	2,773,000				2,773,000
MoSU	44,000	141,000	51,000	187,000	423,000
MuSU	362,000	74,000	58,000	565,000	1,059,000
NKU	69,968	34,728	4,825	175,464	284,985
WKU	1,529,903	190,212	111,527	494,961	2,326,603
TOTAL	$69,681,735	$12,171,415	$19,922,806	$53,922,709	$155,698,665

Educational and General Public Service Support — FY 1996

	Total
Doctoral	
UK	$81,536,000
UL	46,289,000
Regional	
EKU	7,358,474
KSU	3,094,500
MoSU	3,944,968
MuSU	3,758,240
NKU	2,050,675
WKU	8,436,887
Sub-total	156,468,744
Community Colleges	
UKCCS	6,995,300
TOTAL	$163,464,044

Research and Development Expenditures - FY 1996



SOURCE: The eight public universities.

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Workforce Development Initiatives

The Workforce Development indicator reflects the critical relationship between Kentucky's economic vitality and the programs offered at Kentucky's community colleges and technical institutions. This indicator focuses on community college and technical institution programs and activities aimed at developing a workforce capable of adapting to state-of-the-art technologies; learning new skills on-the-job; and solving problems in changing, highly competitive work environments.

State policy makers recognize the need to identify, communicate, and respond to workforce needs in a systematic way. Consequently, the community college system has developed an official institutional plan, with input from local School-to-Work Partnership Councils. This plan outlines both strategies for addressing the Commonwealth's most critical workforce needs and a system for measuring the success of efforts to meet those needs. Similarly, the postsecondary technical education system continues to direct much energy to determining and meeting the needs of business and industry.

This indicator provides information on current community college and Technical Institutions Branch efforts to achieve workforce development goals.

Highlights

- In fall 1996, over 17,000 students were enrolled in technical degree programs at community colleges.
- In 1996/97, the Technical Institutions Branch had more than 16,000 students enrolled in its postsecondary diploma and certificate technical programs.
- Nearly 44,000 individuals were served through community college continuing education, training, and professional development programs and courses.
- The Technical Institutions Branch provided training for more than 117,000 students in continuing education, upgrade, apprenticeship, customized business and industry, and fire service rescue training programs.
- Forty-eight collaborative processes and partnerships exist between community colleges and the postsecondary technical institutions.

Technical Degree Programs

Kentucky's community colleges currently offer 30 technical programs leading to the associate degree; in fall 1996, 17,322 students were identified as enrolled in programs leading to a technical degree. In addition, many non-degree students enroll in technical courses to improve their employment opportunities.

Kentucky's postsecondary technical institutions currently offer 55 different technical programs leading to diplomas; in 1996/97, 16,292 students were enrolled in programs on a full-time or part-time basis.

Continuing Education and Business and Industry Programs

In 1995/96, the community colleges served almost 1,000 different businesses or organizations through continuing education, training, and professional development programs and courses. Approximately 43,650 individuals attended these noncredit courses and programs.

To increase the number of businesses and industries served in these programs, the community college system plans to further outreach efforts: improve its marketing of these services; develop a web page and a workforce development brochure; and continue to develop quality, state-of-the-art training programs for the local communities served by the individual community colleges.

In 1995/96, the postsecondary technical institutions served nearly 31,000 individuals in continuing education, upgrade, and apprenticeship training programs. Nearly 50,000 more were served in the "customized" business and industry training category, which refers to training provided in response to an employer's request for specific training. Also, the statewide fire service and rescue training program had 37,000 enrolled; this program provides continuing certification for most voluntary and many paid fire service and rescue personnel in Kentucky.

Cooperative Efforts Between Community Colleges and Postsecondary Technical Institutions

Currently, 48 collaborative processes and partnerships exist between community colleges and postsecondary technical institutions. Among these are 10 articulation and transfer agreements between the UK Community College System and the Technical Institutions Branch; these

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agreements allow students to begin their program of study at a technical school and then transfer to a community college, where they may apply their technical coursework toward a program leading to a technical degree. In addition, 6 joint programs between specific community colleges and postsecondary technical institutions allow students to earn a technical degree at a community college while taking courses simultaneously at that community college and at a technical school. Many other cooperative efforts between individual community colleges and postsecondary technical institutions schools are in place, among them the following examples:

- Jefferson Community College and Jefferson County Technical institutions are members of the newly formed Alliance for Business and Industry Services.
- Paducah Community College and Technical Institutions Branch co-sponsor the annual West Kentucky College Fair.

House Bill 1 and the Workforce Development Indicator

House Bill 1 (The Kentucky Postsecondary Improvement Act of 1997) is of particular relevance to the Workforce Development Indicator:

- First, it connects the welfare and material well-being of Kentucky's citizens with the existence of a well-educated and highly-trained workforce;
- Second, it commits the Commonwealth to achieving by 2020 the goal of ensuring that all Kentuckians have access, through a comprehensive community and technical college system, to "the training necessary to develop a workforce with the skills to meet the needs of new and existing industries"; and
- Third, it creates a new postsecondary entity responsible for achieving that goal, the Kentucky Community and Technical College System (KCTCS), which will expand and enhance opportunities for cooperation and coordination between Kentucky's community colleges and postsecondary technical institutions.

With the KCTCS in place, it is likely that future reports on postsecondary education in Kentucky will document increased numbers of articulation agreements and jointly offered programs between the postsecondary technical education and the community college systems. In addition, the opportunity to work more closely together will allow postsecondary technical education leadership to review and revise cooperatively their current program offerings, as well as eliminate duplicated ones.

It is also likely that in the future the Workforce Development Indicator will reflect the combined efforts of Kentucky's community colleges and postsecondary technical schools to achieve the workforce development goals outlined in House Bill 1.

Employment-Related Outcomes

This chapter reports the results of employment-related outcomes for Kentucky's public universities, community colleges, and postsecondary technical institutions. The first section includes results from a series of employer focus groups conducted in 1995 to obtain information on employers' satisfaction with the skills, knowledge, and attitudes of the alumni from Kentucky's public universities and community colleges. The second section reports the results of an employer survey conducted annually by the postsecondary technical education system to assess how well employers rate their former students in a number of performance areas. The final section reports the employment placement rates of students who graduated from the postsecondary technical institutions.

Employer Focus Groups

In 1995, the Kentucky Accountability Committee (KAC) coordinated a series of focus groups with employers who hire alumni from the state's public universities and community colleges to satisfy a previous accountability mandate to conduct follow-up surveys of employers. Eight focus groups were held between October 19 and 26 in regions across the Commonwealth. Horizon Research International, an independent market research firm headquartered in Louisville, Kentucky, was retained to develop the discussion guide, moderate the focus groups, and prepare a summary report of the statewide findings.[1] In all, 61 business professionals representing a cross-section of industry segments participated in the focus groups. According to Horizon's findings, the themes that emerged from this qualitative research were strikingly similar across regions and business segments. Such research can yield insights into respondents' perceptions and attitudes. However, as with all qualitative research, the report warns the reader to exercise caution when applying the findings to the larger environment or projecting them to the total population.

The Needs of Today's Business and Industry

Participants said that "downsizing," restructuring, and new technology have changed the way in which business and industry operate. As a result, the skills, abilities, and traits that employers need and look for in higher education graduates also have changed. Business and industry need graduates who display the following qualities: a strong foundation in the basics of the graduate's chosen discipline; the ability to apply the discipline in the real world; and "people skills" - the ability to communicate up and down throughout the company and with the public in a productive, fast-paced, team oriented workplace. These skills and abilities are desirable for the lawyer, teacher, health care professional, architect, accountant, engineer, business/ marketing major, and the like. These skills and abilities are also needed for technical, management, and professional positions.

Meeting The Needs Of Business and Industry

Many respondents praised Kentucky's public higher education for the following: making higher education available to most, if not all, who desired advanced learning; offering a diverse and broad range of disciplines and degree programs; extending outreach programs and classwork opportunities in rural areas throughout the Commonwealth offering adult learning courses and degree programs to meet the needs of working adults and nontraditional students; and teaching the technical and theoretical aspects of a broad range of disciplines in an effective manner.

Focus group participants also felt that Kentucky's public universities and community colleges had lost touch with the full needs of business and industry today. Many said that communicating directly with business and industry would help educators shape and mold curricula to fit the needs of the private sector. In addition, they said institutions fall short in teaching graduates how to apply various theories in the work place. Higher education is slow to teach students new technological advances being used by business and industry. Higher education needs to better counsel and guide students toward career paths that are in demand in today's world and toward those disciplines that are best matched to the person's abilities.

Respondents admitted that the deficiencies and shortcomings are not unique to Kentucky, but apply to higher education near and far. Nonetheless, business and industry has changed and will continue to do so. They expressed the need for higher education to better understand and adapt curricula and ways of teaching to meet the needs of its customers - business and industry.

[1] *Taken from 'Perceptions of the Way Kentucky's Public Higher Education System Is Meeting the Needs of Business,' a report prepared by Horizon Research International. Copies of the report can be obtained by request from the Council on Postsecondary Education.*

Employer Survey - Postsecondary Technical Education Graduates

The technical education system conducts an annual survey of employers of the graduates of each institution and the non-graduates who left the institution prior to completing the diploma or certificate program. The latest survey was conducted in 1997 for the 1995/96 school year. Employers rated 1,052 graduates and 219 non-graduates on their technical knowledge, work attitude, work quality, and work quantity on a scale of 1 to 5, ranging from "very poor" to "very good."

Highlights

- Employer ratings averaged 4.3 for graduates and 4.2 for non-graduates.
- All of the 25 postsecondary technical institutions averaged 4.0 or better ("good" on the scale from 1 to 5).
- The overall ratings ranged from 4.0 to 4.8.

Employment Placement Rates Postsecondary Technical Education Graduates

Each of the 25 postsecondary technical institutions reports its degree of success in placing graduates into several employment categories. Graduates are found to be successfully placed if they enter military service, find employment *related* to their training, find employment *not related* to their training, and pursue additional education. These placement categories are recognized by the U.S. Department of Education in its evaluation of the effects of the Carl Perkins Vocational Technical Education Program. These same categories of placement are also recognized by the Council on Occupational Education, the regional/national agency that accredits the postsecondary technical institutions. The placement rates for the postsecondary technical institutions exclude graduates who are correctional inmates and graduates who are reported as "status unknown." Six years of data were provided by Technical Institutions Branch (1990/91 to 1995/96).

Highlights

- In 1995/96, the postsecondary technical institutions successfully placed 96 percent of its graduates, the same as the previous year's rate and two percentage points higher than the 1990/91 rate.
- Placement rates across the schools ranged from 89 percent to 100 percent.
- Four out of five students were placed in an occupation related to their training.

1995/96 Placement Rate by Institution Postsecondary Technical Institutions

	(%)
Anderson Technology Center*	100
Ashland RTC	97
Bowling Green RTC	97
Cumberland Valley HTC	95
Danville HTC	98
Glasgow HTC	100
Harlan RTC	95
Hazard RTC	94
KY Advanced Technology Institute	98
Kentucky Tech Central	99
Kentucky Tech Daviess County	97
Kentucky Tech Elizabethtown	96
Kentucky Tech Jefferson	99
Kentucky Tech Laurel County	95
Kentucky Tech Owensboro	100
Kentucky Tech Rowan County	97
Kentucky Tech Somerset	98
Madisonville HTC	100
Madisonville RTC	89
Mayo RTC	93
Northern Campbell Tech	98
Northern KY HTC	98
Northern Kentucky Tech	100
Southeast Technology Center	100
West Kentucky Tech	96
Sub-total	97
Secondary Centers**	92
Corrections Education***	na
TOTAL	96

** Anderson Technology Center was not fully operational.*
*** The ATCs with postsecondary completers have been reported as a group entry.*
**** The technical centers operating in the correctional institutions are reported as a group entry.*

Use of Resources

Room Utilization

The primary purpose of a room utilization study is to provide administrators with statistical profiles of the use of instructional space. This analysis is typical of studies conducted in other state postsecondary education systems in that it examines the "use of space" for degree credit instruction only. The feasibility of conducting room utilization reports for the Technical Institutions Branch will be assessed in the near future. The use of instructional space for other activities, such as continuing education programs, is excluded from this analysis. Future studies may warrant relevant room use indicators for such nontraditional uses in recognition of an apparent growing demand for non-credit, continuing, and adult education programs. Institutional utilization rates vary considerably because of differences in instructional programs, student population served, and other factors; therefore, any comparisons between the institutions should be made with caution.

Suggested Weekly Norms

The norm is 38 hours of instruction in classrooms per week, with a student station (i.e., desk or seat) occupancy rate of 66.7 percent. Class laboratories are expected to be used an average of 23 hours each week, with a student station (i.e., lab station) occupancy rate of 80 percent. The space utilization norms used by the Council on Postsecondary Education are based, in part, on recommendations contained in the *Higher Education Facilities Planning and Management Manual* developed by the Western Interstate Commission for Higher Education, and the extensive work done in this area by Texas, North Carolina, and Virginia.

Average Weekly Room Hours of Instruction

This indicator reflects the average number of hours each week that classrooms or class labs were used for regularly scheduled classes.

- The average weekly hours of classroom use for instruction at the universities and community colleges declined from 30.1 hours in fall 1994 to 28.6 hours in fall 1996.
- System-wide classroom use in fall 1996 was 9.4 hours below the suggested norm of 38.0 hours.
- Average weekly hours of class lab use at the universities and community colleges declined slightly from 16.2 hours in fall 1994 to 16.0 hours in fall 1996.
- System-wide lab use in fall 1996 was 7.0 hours below the suggested norm of 23.0 hours.
- The community college system's lab and room utilization rates were the highest while the regional universities had the lowest rates.

Average Student Station Occupancy

This indicator measures the adequacy of the number of student stations (e.g., seats, desks, lab stations) in classrooms or class labs used for regularly scheduled classes.

- The system-wide rate of classroom station occupancy increased from 52.8 percent in fall 1994 to 56.3 percent in fall 1996.
- The system-wide rate of classroom station occupancy was 10.4 percentage points below the suggested norm.
- The rate of classroom station occupancy was highest in the community college system and lowest at the doctoral universities.
- The system-wide rate of lab station occupancy increased from 71.0 percent in fall 1994 to 78.2 percent in fall 1996.
- The community college system's rate of lab station occupancy in fall 1994 and fall 1996 surpassed the suggested norm of 80 percent.

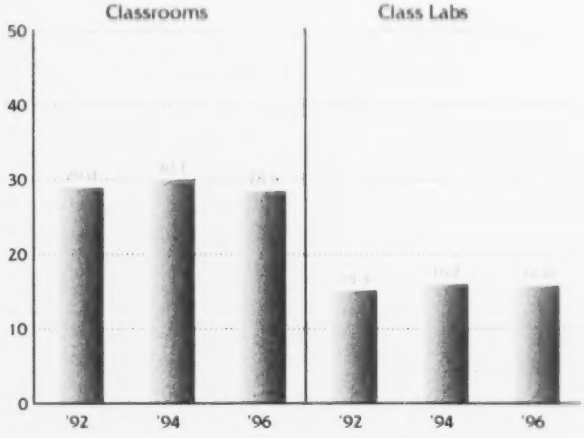
Comparison to Baseline Data

Overall, the system-wide average weekly hours of room use for classrooms and class labs for fall 1996 showed little change from the fall 1992 rates. Similarly, the system-wide rates for classroom and lab station occupancy have fluctuated very little since the baseline data were collected. At the institutional level, however, universities and community colleges vary considerably in their room utilization rates. More detailed analysis would be required to determine whether institutional variations are related to such factors as institutional size, type of academic programs, and characteristics of enrollment (e.g., community vs. residential). These data reflect the average utilization rates of all classrooms and laboratories. From the present analysis it is not possible to determine whether changes in weekly room use are due to wide-scale changes in the pattern of use or differences in the utilization of certain types of rooms. Room use may be influenced by the physical limitations of the space (e.g., accessories, newness, comfort, availability of technology).

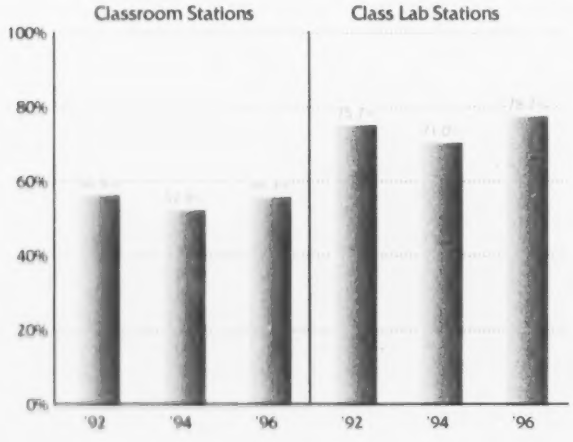
Suggested Weekly Norms

Classrooms	38.0 hours
Class Labs	23.0 hours
Classroom Stations	66.7%
Class Lab Stations	80.0%

Weekly Use of Rooms (hours)



Weekly Use of Student Stations (percent)



NOTE: The "week" is defined as Sunday through Saturday and includes the entire 24-hour period of the day.
SOURCE: Comprehensive Data Base

Weekly Room Use by Sector

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Classrooms						
Doctoral Universities	412	29.2	400	30.4	410	30.7
Regional Universities	912	26.3	862	28.1	865	25.7
UKCCS	307	36.1	368	34.5	364	32.5
TOTAL	1,631	29.0	1,630	30.1	1,639	28.6
Class Labs						
Doctoral Universities	261	16.0	221	17.1	227	17.6
Regional Universities	518	14.5	408	14.4	403	13.7
UKCCS	157	16.5	180	19.0	183	18.3
TOTAL	936	15.3	809	16.2	813	16.0

Weekly Use of Student Stations

	Fall 1992		Fall 1994		Fall 1996	
	Total Stations Available (n)	Average Use Per Week (%)	Total Stations Available (n)	Average Use Per Week (%)	Total Stations Available (n)	Average Use Per Week (%)
Classrooms						
Doctoral Universities	24,568	55.1	23,580	50.1	23,615	52.5
Regional Universities	45,820	56.9	42,455	54.7	42,284	55.1
UKCCS	13,594	58.0	16,177	51.4	13,124	65.4
TOTAL	83,982	56.8	82,212	52.8	79,023	56.3
Class Labs						
Doctoral Universities	5,582	83.4	5,641	66.7	5,543	75.7
Regional Universities	12,973	71.9	10,332	68.0	9,763	74.3
UKCCS	3,443	77.2	3,999	82.1	4,147	86.0
TOTAL	21,998	75.7	19,972	71.0	19,453	78.2

Progress Toward Goal

The goal is for institutions to make up 50 percent of the difference between the baseline data and the suggested weekly norms. Kentucky's suggested norms are based on the median of norms used by Texas, North Carolina, and Virginia.

- Only one university met its goal for weekly classroom use in 1997.
- Neither the universities nor the community college system met their goals for weekly lab use in 1997.
- Only one university and the community college system met their goals for weekly use of classroom stations.
- Only one university and the community college system met their goals for weekly use of lab stations.

Goal Attainment — Weekly Use of Classrooms

	Target (n)	1994	1995	Goal 1997
Doctoral				
UK	35.6 hrs.			
UL	33.5 hrs.			
Regional				
EKU	34.8 hrs.			
KSU	30.8 hrs.			
MoSU	32.2 hrs.			
MuSU	28.4 hrs.			
NKU	34.7 hrs.		✓	✓
WKU	32.1 hrs.			
Community Colleges				
UKCCS	37.1 hrs.			

Goal Attainment — Weekly Use of Class Labs

	Target (n)	1994	1995	Goal 1997
Doctoral				
UK	19.1 hrs.			
UL	20.1 hrs.			
Regional				
EKU	21.4 hrs.			
KSU	17.5 hrs.			
MoSU	17.9 hrs.			
MuSU	17.3 hrs.			
NKU	21.1 hrs.			
WKU	18.0 hrs.			
Community Colleges				
UKCCS	19.8 hrs.			

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Goal Attainment — Weekly Use of Classroom Stations (percent)

	Target (%)	1994	1995	Goal 1997
Doctoral				
UK	62.0%			
UL	59.6%			
Regional				
EKU	60.8%			
KSU	59.5%			✓
MoSU	61.5%			
MuSU	58.2%			
NKU	64.3%			
WKU	64.3%			
Community Colleges				
UKCCS	62.4%			✓

Goal Attainment — Weekly Use of Lab Stations (percent)

	Target (%)	1994	1995	Goal 1997
Doctoral				
UK	75.4%			
UL	80.0%	✓		
Regional				
EKU	80.0%			
KSU	76.0%			✓
MoSU	74.6%			
MuSU	71.0%			
NKU	77.5%	✓		
WKU	80.0%			
Community Colleges				
UKCCS	78.6%		✓	✓

Use of Technology

This indicator reflects the use of technology in the learning process and recognizes that universities and community colleges are at different levels of implementation in efforts to increase the use of technology by faculty. The feasibility of conducting this type of analysis for the Technical Institutions Branch will be evaluated in the upcoming year. This indicator now measures the percentage of courses at universities and community colleges using any of the following:

- computer-based multimedia presentations
- electronic communications with students (e.g., e-mail or electronic discussion groups)
- student use of computer-based interactive software
- student use of electronic information resources (e.g., world-wide web (WWW), cd-rom, or electronic library data bases)

This indicator also includes a status report (indicating the current status of the infrastructure) on each of the following items: number and percent of faculty workstations, number and percent of student workstations, and Internet/WWW capability and presence.

Since 1996 was the first year that this information was collected and reported, no trend data are available to report. A comprehensive assessment of information technology resources at the various campuses was initiated by the Council on Postsecondary Education in August 1997.

Highlights

- The percent of courses using technology in student learning in fall 1996 ranged from 28 percent to 66 percent across the institutions.
- Student workstations as a percent of total headcount enrollment ranged from 2.1 percent to 9.8 percent.
- All universities except one had an Internet/WWW capability and presence on campus as of fall 1996.

Use of Technology in Student Learning Fall 1996

	Student Workstations (n)	Student Workstations (%)	Internet/WWW Capability & Presence
Doctoral			
UK	1,602	6.7	Yes
UL	1,100	5.2	Yes
Regional			
EKU	834	5.5	Yes
KSU	80	3.4	Yes
MoSU	820	9.8	Yes
MuSU	270	3.1	Yes
NKU	329	2.9	Yes
WKU	1,060	7.3	Yes
Community Colleges			
UKCCS	2,378	5.4	Yes

NOTE: Percent of student workstations = number of workstations/headcount enrollment (Fall 1996).

Courses Using Technology in Student Learning Fall 1996

	(%)
Doctoral	
UK	66
UL	57
Regional	
EKU	39
KSU	38
MoSU	57
MuSU	43
NKU	28
WKU	64
Community Colleges	
UKCCS	58

NOTE: Percent of courses using at least one of the following technologies: computer-based multimedia presentations, electronic communications with students (e.g., e-mail or electronic discussion groups), student use of computer-based interactive software, and student use of electronic information resources (e.g., WWW, cd-rom, or electronic library databases).

Commitment to Equal Opportunities

EEO Eligibility Status

The Kentucky Plan 1997-2002 is the third iteration of desegregation and equal opportunity planning that began in 1982. The current plan was developed by the Council on Postsecondary Education (CPE) and its Committee on Equal Opportunities (CEO) in collaboration with Kentucky's eight universities; the community college system was represented by the University of Kentucky. In addition, the plan was shaped by input from citizens attending public forums and external groups and individuals interested in equal opportunity in postsecondary education.

The system objective of achieving parity in admission of Kentucky resident African American students to public universities and community colleges has been achieved; however, the new plan recognizes the need for additional progress at individual institutions. Objectives relating to retention, degrees awarded, and employment have not yet been met. Thus, the new plan emphasizes student retention, degrees awarded, graduate program enrollment, employment, and maintaining campuses free of hostile climates. The plan continues to be driven by quantifiable measures that document institutional progress toward these objectives.

An institution's eligibility to submit proposals for new academic programs is tied to its progress toward achieving the equal opportunity objectives. Legislation passed in 1992 (SB 398) requires that "the Council on Higher Education shall postpone the approval of any new program at a state institution of higher learning, unless the institution has met its equal opportunity goals, as set by the CHE." The current plan identifies measurable equal opportunity objectives in eight areas:

- Undergraduate enrollments
- Graduate enrollments
- Retention of freshmen
- Retention of all undergraduates
- Bachelor's degrees conferred
- Employment of executives/administrators/managers
- Employment of faculty
- Employment of other professionals

Administrative regulations developed by the Council outline criteria used to determine an institution's compliance with equal opportunity objectives. On the basis of these criteria, institutions are placed into one of three categories: automatically eligible to submit new academic program proposals; eligible to receive a waiver; or not eligible (if they received a waiver during the preceding year). Thus, an institution's progress determines its current EEO status, which, in turn, affects its eligibility to submit new academic program proposals to the CPE.

Highlights

- Two universities and seven community colleges were automatically eligible to submit new program proposals in 1997.
- Two universities and five community colleges were eligible to receive a Quantitative Waiver in 1997.
- Two universities and two community colleges were eligible to receive a Qualitative Waiver in 1997.
- Two universities were not eligible to submit new program proposals in 1997.

The Kentucky Plan 1997-2002 contains equal opportunity objectives for the Commonwealth's community colleges and eight public universities. As a result of House Bill 1, the postsecondary landscape of Kentucky has expanded to include postsecondary technical institutions, now housed in the Kentucky Community and Technical College System. Thus, future annual reports of postsecondary education in Kentucky may possibly include data related to equal opportunity efforts in postsecondary technical institutions as well.

Eligibility to Submit Proposals for New Programs (Universities)

University	1995 Eligibility Status	1996 Eligibility Status	1997 Eligibility Status
Eastern Kentucky University	Not Eligible	Not Eligible	Qualitative Waiver
Kentucky State University*	Not Eligible	Quantitative Waiver	Not Eligible
Morehead State University	Not Eligible	Qualitative Waiver	Automatic
Murray State University	Automatic	Automatic	Quantitative Waiver
Northern Kentucky University	Automatic	Automatic	Quantitative Waiver
University of Kentucky*	Not Eligible	Qualitative Waiver	Not Eligible
University of Louisville	Automatic	Quantitative Waiver	Automatic
Western Kentucky University	Not Eligible	Qualitative Waiver	Qualitative Waiver

**Received/requested new program(s) under a quantitative/qualitative waiver in 1996 calendar year (waiver cannot be granted for two consecutive years).*

Automatic eligibility: Progress in 6 of 8 (or 75%) of the objectives (5 of 7 for KSU) and average annual progress of 100%.

Quantitative waiver: Progress in 5 of 8 (4 of 7 for KSU) of the objectives, 80% average annual progress, and no waiver during the 1996 calendar year.

Qualitative waiver: Requires submission of specified information, a governing board resolution, no waiver during the 1996 calendar year, and CPE approval.

Eligibility to Submit Proposals for New Programs (Community Colleges)

Community College	1995 Eligibility Status	1996 Eligibility Status	1997 Eligibility Status
Ashland Community College	Automatic	Quantitative Waiver	Quantitative Waiver
Elizabethtown Community College	Quantitative Waiver	Not Eligible	Automatic
Hazard Community College	Automatic	Quantitative Waiver	Quantitative Waiver
Henderson Community College	Quantitative Waiver	Not Eligible	Automatic
Hopkinsville Community College	Automatic	Automatic	Automatic
Jefferson Community College	Automatic	Automatic	Automatic
Lexington Community College	Automatic	Automatic	Automatic
Madisonville Community College	Quantitative Waiver	Automatic	Automatic
Maysville Community College	Quantitative Waiver	Automatic	Quantitative Waiver
Owensboro Community College	Quantitative Waiver	Automatic	Quantitative Waiver
Paducah Community College	Automatic	Automatic	Qualitative Waiver
Prestonsburg Community College	Not Eligible	Qualitative Waiver	Qualitative Waiver
Somerset Community College	Quantitative Waiver	Automatic	Automatic
Southeast Community College	Quantitative Waiver	Automatic	Quantitative Waiver

Automatic eligibility: Progress in 3 of 4 (or 75%) of the objectives and average annual progress of 100%.

Quantitative waiver: Progress in 2 of 4 (or 50%) of the objectives, 80% average annual progress, and no waiver during the 1996 calendar year.

Qualitative waiver: Requires submission of specified information, a governing board resolution, no waiver during the 1996 calendar year, and CPE approval.

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1997 Higher Education Accountability Goals

A Message Concerning the 1997 Goals

Prior to the passage of the Kentucky Postsecondary Education Improvement Act of 1997, Kentucky's accountability reporting process was directed by the mandates contained in Senate Bill 109, which was passed by the 1992 General Assembly. Senate Bill 109 required the higher education community to develop performance goals through a collaborative effort involving the public colleges and universities and the former Council on Higher Education. During the early planning for the accountability project, the Council approved the Kentucky Accountability Committee (KAC) recommendation to set performance goals after baseline data on the performance indicators had been collected. In dealing with the diverse performance indicators mandated by this legislation, KAC proposed three types of goals: uniform targets, institutional targets, and evidence of effective strategic planning. This approach facilitated the formulation of reasonable and appropriate goals for each institution.

Uniform Targets

These goals were established in cases where it was appropriate to establish a minimum standard of acceptable performance. One would not necessarily expect certain performance indicators to show continuous improvement over time. For instance, the system-wide baseline pass rate on the nursing licensure exam was 95 percent. It is highly unlikely that this pass rate will continue to rise each year. The difference between passing and failing any exam sometimes hinges on the fatigue, health, or emotional state of the test taker. Given the impact of such random states upon a student's performance, it is unreasonable to assume that every test taker will necessarily pass a licensure exam on the first attempt. In such cases, the public's desire for accountability is served best by a uniform goal that establishes a clear boundary for acceptable performance. Uniform targets were set for pass rates on licensure exams, and selected items on the surveys of graduating students and alumni.

Institutional Targets

KAC proposed the use of institutional targets when every institution showed substantial room for progress on a given indicator. Since institutions differ in their missions, the specific numerical targets for a given indicator may vary from institution to institution. Generally, institutional targets were established when the *direction* of progress was the same across institutions, and institutional gains could be measured easily using a standard methodology. Institutional targets were established for graduation and persistence rates, pass rates of remediated students in entry-level courses, room utilization, and research dollars per faculty member at the University of Kentucky and the University of Louisville only.

Evidence of Effective Planning

On several performance indicators, such as enrollments and student credit hours, institutions may differ in their assessment of what constitutes progress. Based upon their planning objectives, some institutions strive to reduce their current enrollments while others expect growth based on the needs of the local region. To address goals of this nature, KAC guidelines required institutions to state their planning objectives, provide evidence of relevant activities, and discuss institutional progress toward meeting the objectives. Strategic planning related goals were established for education reform efforts, research and service activities, enrollments, and degrees awarded.

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Charting Institutional Progress

In response to the mandates of Senate Bill 109, the Council on Higher Education approved in 1994 a set of institutional goals and a plan for evaluating institutional progress on the various goals in 1997. Since House Bill 1 significantly altered the framework of accountability, charting the progress of institutions toward the 1997 performance goals may be regarded as an effort "to close the books" on Senate Bill 109. Under the new accountability framework, the CPE staff will select appropriate performance indicators and establish institutional goals in four major areas—educational quality and outcomes, student progress, research and services activities, and use of resources.

Two types of charts depict the success of the eight universities and the University of Kentucky Community College System in meeting uniform and institutional goals. Institutional performances on the "evidence of effective planning" indicators are not evaluated in any of these tables. In chapters where performance goals are applicable, one or more charts are presented that portray the status of institutions in meeting a given goal over time. In addition, a summary chart is included in the back of the report. This latter chart summarizes each institution's performance on the full array of quantitative performance indicators for the four years following the 1993 baseline year. *It should be emphasized that institutions were not expected to meet their goals until 1997. The decision to include information on institutional goal attainment for 1994, 1995, and 1996 was made as a courtesy to institutions who met their goals during one or more of these years, but fell short of reaching their goals in 1997.*

Performance indicators often are subject to random fluctuations. Evaluating success based on multiple years of attainment may help to minimize random influences in the data and, thus, provide a more stable picture of institutional performance. It is important to note that institutions often differ from one another in many subtle ways. In a number of instances, performances on these indicators are markedly affected by differences in institutional missions and in the student populations served. Readers are reminded to exercise caution in making institutional comparisons.

Goal Attainment Summary

	Eastern Kentucky University				Kentucky State University				Morehead State University				Murray State University			
	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97
Licensure Exams:																
National Teaching Exam (NTE)		✓											✓	✓	✓	
Nursing Exam (NCLEX) Associate	✓	✓	✓	✓	✓		✓	✓	✓			✓	-	-	-	-
Nursing Exam (NCLEX) Bachelor's	✓	✓			-	-	-	-			✓		✓	✓	✓	✓
Dental Exam (NDBE Part II)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medical Exam (USMLE Part II)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Law Exam (Kentucky Bar)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduate Degree Alumni Survey:																
Quality of Instruction	-	✓	-	✓	-	-	-	-	-	✓	-	✓	-	✓	-	✓
Quality of Curriculum	-	✓	-	✓	-	-	-	-	-	✓	-	✓	-	✓	-	✓
Preparation for Research or Professional Work Assessment	-	✓	-	✓	-	-	-	-	-	✓	-	✓	-	✓	-	✓
Overall Graduate Experience	-	✓	-	✓	-	-	-	-	-	✓	-	✓	-	✓	-	✓
Undergraduate Alumni Survey:																
Overall Instruction	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-
Instruction in Major	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-
Provision of Job Skills and Knowledge	✓	-	✓	-		-		-		-	✓	-	✓	-	✓	-
Preparation for Further Education	✓	-	✓	-		-		-	✓	-	✓	-	✓	-	✓	-
Graduating Students Survey:																
Overall Instruction	✓	-	✓	-		-		-		-	✓	-	✓	-	✓	-
Recommend Institution	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-	✓	-
Remedial Follow-up:																
Entry-Level Math Pass Rates	✓					✓	✓	✓	✓		✓	✓				✓
Entry-Level English Pass Rates	✓	✓		✓	✓		✓	✓	✓	✓		✓		✓		
Persistence Rates				-		✓	✓	-		✓	✓	-				-
Graduation Rates		✓		-			✓	-		✓		-				-
Research $ Per Faculty Member	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Room Utilization:																
Classrooms			-				-				-				-	
Class Labs			-				-				-				-	
Classroom Stations			-				-	✓			-				-	
Class Lab Stations			-				-	✓			-				-	

✓ *Institution met its goal.*

- Indicates one of the following conditions: (1) data were not collected for a given reporting year; (2) goal was not established for a given institution based upon either its mission or programs offered.

o Northern Kentucky University met its goal on the Ohio Bar Exam, but did not meet its goal on the Kentucky Bar Exam.

NOTE: It should be emphasized that institutions were only expected to meet their goals in 1997. The decision to include information on institutional goal attainment for 1994, 1995, and 1996 was made as a courtesy of institutions who met their goals during one or more of these years, but fell short of reaching their goals in 1997.

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Northern Kentucky University				University of Kentucky				University of Louisville				Western Kentucky University				UK Community College System			
'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-
✓	✓	✓	✓	-	-	-	-	-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓
-	-	-	-	✓	✓		✓	✓	✓		✓			✓		-	-	-	-
-	-	-	-		✓	✓	✓	✓	✓	✓	✓	-	-	-	-	-	-	-	-
-	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	-	-	-	-
o	o	o	o	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	-	-	-	-
-	✓	-	✓	-	✓	-	✓	-	-	-	✓	-	✓	-	✓	-	-	-	-
-		-	✓	-		-		-	✓	-		-	✓	-	✓	-	-	-	-
-		-	✓	-		-		-	-	-		-	✓	-		-	-	-	-
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✓	-	✓	-		-	-	-	✓	-		-		-		-	✓	-	✓	-
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			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓		✓	-	-	-	-	✓		✓						✓	✓	✓	✓
			-	✓			-		✓		-				-		✓		-
	✓		-	✓			-				-		✓	✓	-				-
-	-	-	-			✓	✓	✓	✓	✓	✓	-	-	-	-	-	-	-	-
	✓	-	✓			-													
			-																✓
✓			-					✓									✓		✓

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Appendices

Appendix 1: Information on Performance Indicators

Educational Quality

General Survey Methodology

The Kentucky Accountability Committee (KAC) established a number of methodological guidelines that defined the student and alumni populations to be surveyed, set the minimum number of respondents for each institution, and established a minimum response rate for the surveys. KAC also devised a number of common items for institutions to add. These items used identical wording and scale formats. In a few instances, however, several institutions used wording or scale formats that varied slightly from the specifications adopted by KAC.

A number of methodological concerns are raised when one attempts to compile institutional survey ratings into a set of "average" system-wide results. For instance, variations in the wording of an item can elicit vastly different responses and, thus, render the data incomparable. Calculating average ratings from such questions is methodologically unsound. The problem of compiling system-wide results is also increased by variations from one campus to another in the administration of the surveys. Using a simple weighting procedure to average the evaluations across samples was not a legitimate option. As a result, this report describes the range of the responses for a given item.

Graduate Degree Alumni Survey

A number of items were devised to add to existing institutional surveys using common wording and format across institutions. One institution, however, conducted its survey using an early draft of uniformly worded questions which differed significantly from the questions used by the other six institutions. Kentucky State University was not required to conduct a graduate alumni survey since it offers only one graduate program.

Universities adopted one of the following strategies in selecting a survey sample: (1) take a census of graduate alumni who were either one or two years out; or (2) draw a representative sample from a pool of graduate alumni who were one to two years out. Consequently, alumni samples varied somewhat across institutions in their average length of time since graduation. The choice of strategies offered institutions some flexibility in conducting the surveys. However, the different sampling approaches limited the ability to compile institutional ratings into a set of "average" system-wide results.

Graduating Students Survey

Rather than using a 4-point scale, one university asked survey respondents to indicate, "yes" or "no", whether they would recommend their institution to another student. Of the bachelor's degree alumni who responded, 147 (84.5%) said "yes" and 27 (15.5%) said "no". The result was converted to a 4-point scale by assigning 3.5 for a "yes" response and 1.5 for a "no" response. This method produced an average response of 3.19.

Pass Rates on Licensure Exams

National Teachers Examination (NTE). The Core Battery is composed of tests on communication skills, general knowledge, and professional knowledge. Results of the Specialty Area Tests were not considered in the pass rates reported. States have set different performance standards on the NTE for certification and program approval purposes.

National Council Licensure Examination (NCLEX). The NCLEX has a criterion-referenced passing point, and nursing candidates in every state must meet the same criterion in order to pass the exam. The Kentucky Administrative Regulations require that Kentucky prelicensure programs of nursing institute remedial action "if for one (1) fiscal year the graduates of a program of nursing achieve a pass rate less than eighty-five (85) percent on the licensure examination..."

United States Medical Licensing Examination–Part II (USMLE). The USMLE is a single testing program composed of three exams. The USMLE program recommends a minimum passing score for each exam, but states may establish different passing scores. The first exam is required for entering the third year of medical school. The second exam is required for graduation. The third exam is post-graduate and results are not reported to universities.

National Dental Board Exam–Part II (NDBE). Part II of the National Dental Board is a capstone examination that is given after the majority of the dental curriculum is completed.

Kentucky Bar Exam. The Bar exam consists of a national multiple choice exam taken by candidates in every state and an essay exam on Kentucky law. States have set different performance standards for passing the national exam.

Teaching: NTE Exam

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	184	96	202	97	174	99	187	95	179	99
UL	128	93	164	95	180	94	116	97	141	91
Subtotal	312	95	366	96	354	96	303	96	320	95
Regional										
EKU	269	87	362	88	328	92	290	87	294	89
KSU	15	87	20	65	25	63	21	76	30	67
MoSU	221	85	289	82	282	84	236	83	251	73
MuSU	151	95	204	94	237	92	212	91	181	87
NKU	114	98	178	99	229	92	211	92	192	93
WKU	331	89	419	90	429	90	354	91	342	91
Subtotal	1,101	89	1,472	89	1,530	89	1,324	88	1,290	86
TOTAL	1,413	91	1,838	90	1,884	91	1,627	90	1,610	88

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Law: Kentucky Bar Exam

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	101	97	128	84	136	95	92	93	110	96
UL	108	83	114	80	121	88	144	87	101	96
Subtotal	209	90	242	82	257	92	236	89	211	96
Regional										
NKU	38	79	62	60	64	73	49	76	57	70
NKU (Ohio Bar)	49	90	51	90	49	96	57	93	50	90
Subtotal	87	85	113	74	113	83	106	85	107	79
TOTAL	247	88	304	77	321	88	285	87	268	91

Dentistry: National Dental Board Exam, Part II

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	34	94	41	88	43	98	43	100	50	100
UL	45	96	53	94	41	100	55	98	57	100
TOTAL	79	95	94	91	84	99	84	99	107	100

Medicine: USMLE, Part II

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	82	100	91	100	91	100	82	100	89	100
UL	106	100	115	100	128	100	116	100	130	100
TOTAL	188	100	206	100	219	100	198	100	219	100

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Nursing: NCLEX Associate — University Students

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Regional										
EKU	109	94	114	97	124	95	109	95	109	91
KSU	47	87	49	92	50	78	47	92	36	94
MoSU	27	93	35	97	44	86	30	87	26	92
NKU	106	99	83	96	98	95	96	93	100	90
WKU	85	96	130	91	130	92	103	93	83	96
TOTAL	374	95	411	94	446	91	385	93	354	92

Nursing: NCLEX Associate — Community College Students

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Ashland	69	87	77	92	74	84	83	89	53	96
Elizabethtown	58	100	83	94	81	98	73	100	71	92
Hazard	57	82	61	79	54	87	67	88	65	94
Henderson	60	95	107	94	97	91	90	98	84	95
Hopkinsville	37	95	56	93	49	100	38	95	28	93
Jefferson	144	96	168	95	172	95	176	92	171	89
Lexington	77	97	89	100	80	99	88	99	67	99
Madisonville	48	96	103	90	99	91	111	85	92	83
Maysville	31	97	27	96	40	93	25	96	22	91
Paducah	61	97	80	96	84	96	96	94	59	93
Prestonsburg	37	97	26	100	35	83	27	93	25	96
Somerset	35	100	44	100	52	96	46	96	39	97
Southeast	41	93	50	88	59	90	73	81	40	98
TOTAL	755	95	971	94	976	93	993	92	816	92

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Nursing: NCLEX — University Baccalaureate Students

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	78	99	106	95	99	90	66	76	75	96
UL	82	93	94	93	93	95	77	88	65	95
Subtotal	160	96	200	94	192	92	143	83	140	96
Regional										
EKU	36	97	57	100	88	94	97	89	99	85
MoSU	20	95	30	87	35	87	38	90	27	89
MuSU	30	93	49	94	51	96	30	97	42	93
WKU	34	97	37	84	45	84	65	95	40	83
Subtotal	120	96	173	93	219	91	230	92	208	87
TOTAL	280	95	373	93	411	92	373	88	314	90

Nursing: NCLEX — Postsecondary Technical Students

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Ashland RTC	31	87	49	94	25	72	na	na	20	95
Cumberland Valley HTC	40	90	40	98	46	89	16	88	22	91
Danville HTC	76	89	76	99	76	96	69	97	54	93
Glasgow HTC	71	93	65	95	93	97	57	98	35	100
Hazard RTC	59	97	62	97	39	92	41	98	42	95
KY Tech Central	68	90	55	95	55	91	34	91	39	87
KY Tech Jefferson	82	96	39	90	64	86	45	96	24	96
KY Tech Owensboro	31	94	33	100	32	94	19	79	23	100
KY Tech Rowan Co.	35	100	33	85	67	87	19	95	39	90
KY Tech Somerset	44	86	23	74	72	89	42	93	44	95
Madisonville HTC	48	88	59	92	27	93	33	91	34	94
Mayo RTC	39	95	37	100	36	89	41	88	33	91
Murray ATC*	31	87	30	93	22	91	25	92	27	93
Northern KY HTC	51	88	56	93	63	94	61	87	53	92
Western KY Tech	26	81	25	92	21	100	16	94	17	100
TOTAL	732	91	682	94	738	91	518	93	506	94

**Postsecondary nursing program located in a secondary technical institution.*

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Student Progress/Advancement

Remedial Follow-Up

These tables provide additional information on remedial students. Included are course outcomes for remedial and entry-level math and English courses.

Remedial Math and English Pass Rates — Universities

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)
Doctoral										
UK	75.5	na	65.2	na	66.4	na	64.1	na	67.5	na
UL	62.2	79.8	53.0	77.5	52.3	79.9	67.6	79.2	65.8	80.9
Subtotal	65.1	79.8	55.5	77.5	55.0	79.9	67.3	79.2	65.9	80.9
Regional										
EKU	68.3	75.1	69.7	74.3	68.5	78.7	66.9	77.3	65.2	74.1
KSU	49.7	66.6	66.9	78.3	57.2	64.1	57.8	69.7	60.6	64.4
MoSU	49.1	66.8	59.3	72.5	64.4	62.0	55.6	57.0	63.1	56.1
MuSU	58.8	75.4	54.7	65.8	49.9	68.6	50.2	73.9	49.3	57.0
NKU	48.3	77.3	44.0	74.3	46.6	74.2	43.0	72.7	42.3	70.2
WKU	58.3	67.8	52.2	71.8	42.6	75.4	50.5	71.9	39.4	68.8
Subtotal	59.7	72.1	60.3	73.6	58.2	72.4	56.2	72.0	53.7	67.4
TOTAL	61.2	74.5	59.1	74.8	57.5	74.2	58.3	73.9	56.2	70.8

Remedial Math and English Pass Rates — Community Colleges

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)
Ashland	42.2	66.4	38.2	68.6	34.4	70.2	40.8	69.0	39.0	64.6
Elizabethtown	58.1	65.2	58.2	65.7	55.5	59.5	56.5	67.8	55.1	64.0
Hazard	60.9	45.9	53.4	58.9	63.2	57.9	47.7	65.6	49.7	56.0
Henderson	51.9	67.3	51.1	67.7	44.2	69.3	46.2	61.1	48.2	41.0
Hopkinsville	54.7	52.9	51.7	46.5	42.8	58.6	31.2	51.6	54.9	52.5
Jefferson	44.6	63.8	49.3	66.6	44.1	67.0	41.3	62.2	38.3	59.6
Lexington	47.5	66.9	45.4	67.9	47.5	71.8	43.2	74.5	42.5	53.4
Madisonville	55.7	62.7	59.3	62.5	47.1	63.0	49.9	46.4	48.5	53.2
Maysville	53.9	66.3	57.9	74.1	64.0	74.4	56.5	60.1	61.3	55.8
Owensboro	58.4	84.4	57.0	81.8	55.6	70.2	56.1	79.0	54.3	79.2
Paducah	49.6	58.3	40.1	63.0	46.4	66.7	44.0	42.5	44.6	35.7
Prestonsburg	54.2	50.7	48.9	41.5	44.0	46.7	36.8	41.1	41.2	46.2
Somerset	45.8	85.5	59.4	75.3	52.3	78.4	36.5	72.0	47.9	66.5
Southeast	59.9	63.6	53.4	59.6	67.3	66.9	60.9	61.2	62.2	61.8
TOTAL	49.5	65.2	49.9	65.4	47.6	66.5	44.6	63.0	45.8	58.1

Entry-Level Math Pass Rates — Remedial Takers vs All Takers (Universities)

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)
Doctoral										
UK	61.3	77.3	59.6	71.9	57.4	73.4	53.6	74.2	53.7	66.7
UL	65.7	67.7	66.9	67.6	68.0	64.3	60.5	57.8	57.5	62.3
Subtotal	*	70.5	*	68.7	61.2	66.3	58.0	59.3	56.6	62.8
Regional										
EKU	49.7	59.7	57.4	62.1	64.5	64.4	64.5	61.7	60.4	57.4
KSU	69.3	69.6	71.3	62.9	60.5	67.1	58.7	72.4	59.2	77.8
MoSU	50.8	53.7	47.3	49.5	47.5	44.4	50.4	58.7	53.3	55.8
MuSU	56.2	54.6	53.7	45.2	49.1	38.0	52.1	38.2	56.1	60.4
NKU	55.3	53.2	55.5	45.5	62.0	60.1	54.1	51.0	44.1	53.8
WKU	47.9	62.4	46.0	60.8	44.2	51.4	45.7	52.7	50.0	51.2
Subtotal	*	58.6	*	53.8	52.2	54.3	52.3	53.9	50.4	57.5
TOTAL	*	63.8	*	59.9	54.2	58.8	54.0	55.9	52.9	59.6

**For the 1990 and 1991 remedial cohorts, the universities reported only the all takers' pass rates but did not provide the number of all takers. Therefore, the subtotals and total could not be calculated.*

Entry-Level English Pass Rates — Remedial Takers vs All Takers (Universities)

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)
Doctoral										
UK**	na	na	na	na	na	na	na	na	na	na
UL	80.6	82.2	80.1	80.9	80.6	70.8	73.4	73.6	73.0	71.8
Subtotal	*	82.2	*	80.9	80.6	70.8	73.4	73.6	73.0	71.8
Regional										
EKU	69.6	76.8	66.8	74.7	67.1	73.1	76.2	72.4	69.1	78.7
KSU	75.6	74.4	75.9	76.9	68.8	66.2	68.9	87.7	65.1	80.2
MoSU	77.0	62.9	79.1	82.6	78.4	83.7	77.8	76.8	76.6	85.7
MuSU	74.1	73.4	74.4	63.8	73.6	78.0	74.9	60.2	77.3	75.3
NKU	78.5	66.7	79.1	78.7	76.0	77.2	75.9	73.4	67.4	79.6
WKU	80.9	76.3	79.8	82.0	78.2	67.1	79.8	79.1	79.8	67.6
Subtotal	*	72.4	*	76.4	73.2	73.8	77.4	74.4	73.1	78.1
TOTAL	*	75.5	*	77.8	73.9	72.9	76.3	74.2	73.0	76.1

**For the 1990 and 1991 remedial cohorts, the universities reported only the all takers' pass rates but did not provide the number of all takers. Therefore, the subtotals and total could not be calculated.*
***The University of Kentucky does not offer remedial English.*

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Entry-Level Math Pass Rates — Remedial Takers vs All Takers (UKCCS*)

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)
TOTAL	54.6	64.1	54.0	65.6	52.0	64.8	52.3	64.8	53.5	66.3

*The UKCCS all takers' pass rates are reported for the system only.

Entry-Level Math Pass Rates — Community Colleges

	1990 Cohort (%)	1991 Cohort (%)	1992 Cohort (%)	1993 Cohort (%)	1994 Cohort (%)
Ashland	48.8	58.3	64.5	61.9	61.3
Elizabethtown	64.0	64.4	63.2	65.7	63.7
Hazard	67.4	76.4	65.2	58.6	65.4
Henderson	65.9	67.9	66.2	69.0	81.0
Hopkinsville	64.9	58.7	59.0	77.8	63.4
Jefferson	64.3	63.1	63.9	61.9	66.0
Lexington	66.7	66.5	61.9	61.2	59.1
Madisonville	76.9	73.6	82.6	72.5	68.8
Maysville	70.9	67.4	75.5	79.2	73.6
Owensboro	68.0	68.2	68.8	67.0	74.9
Paducah	60.9	66.3	63.3	66.5	59.1
Prestonsburg	54.2	62.4	58.5	58.4	58.6
Somerset	54.3	62.7	59.1	58.0	76.5
Southeast	78.4	75.0	67.8	74.0	72.1
TOTAL	64.1	65.6	64.8	64.8	66.3

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Entry-Level English Pass Rates — Remedial Takers vs All Takers (UKCCS*)

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)
TOTAL	69.1	70.0	68.3	70.0	66.2	71.2	64.7	69.3	65.3	67.1

**The UKCCS all takers' pass rates are reported for the system only.*

Entry-Level English Pass Rates — Community Colleges

	1990 Cohort Remedial (%)	1991 Cohort Remedial (%)	1992 Cohort Remedial (%)	1993 Cohort Remedial (%)	1994 Cohort Remedial (%)
Ashland	68.5	61.0	74.5	75.9	72.0
Elizabethtown	65.3	62.0	62.9	67.8	66.4
Hazard	71.4	81.8	71.6	55.2	67.1
Henderson	54.7	65.6	56.0	59.0	68.8
Hopkinsville	86.7	75.7	87.2	80.5	74.4
Jefferson	69.8	70.1	70.8	67.5	68.6
Lexington	76.7	74.6	76.4	72.3	62.0
Madisonville	64.0	71.0	68.4	48.1	50.0
Maysville	57.7	56.5	60.3	63.6	59.7
Owensboro	80.2	84.5	68.2	69.6	66.7
Paducah	66.7	82.7	75.0	67.9	65.0
Prestonsburg	77.4	77.8	79.7	76.3	75.0
Somerset	57.5	41.7	67.1	62.9	57.6
Southeast	78.6	79.2	76.8	77.2	76.7
TOTAL	70.0	70.0	71.2	69.3	67.1

**The UKCCS all takers' pass rates are reported for the system only.*

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Persistence and Graduation Rates

The persistence figures for the University of Kentucky Community College System (UKCCS) were calculated somewhat differently than for the individual community colleges. For the UKCCS, the "transferred" category included only those "students who transferred out of the community college system," while the "still enrolled" category referred to "students who were still attending one of the 14 community colleges." Thus, students who transferred from one community college to another were considered "still enrolled" in the UKCCS. At the individual community colleges, students who transferred from one community college to another were placed into the "transferred" category since the "still enrolled" category was reserved for students who were still attending their initial institution. For the UKCCS analysis, the "graduated" category included students who graduated from anywhere within the community college system. For individual community colleges, a student would be placed into the "graduated" category only if she graduated from her initial institution.

Research and Public Service

Expenditures—Definitions

Federal Research and Development Expenditures. Funds from federal sources expended by an institution in support of sponsored research activities as reported on the National Science Foundation (NSF) Science and Engineering Survey.

State and Local Research and Development Expenditures. Funds from state and local sources expended by an institution in support of sponsored research activities as reported on the NSF Science and Engineering Survey.

Industry Research and Development Expenditures. Funds from profitmaking organizations expended by an institution in support of sponsored research activities as reported on the NSF Science and Engineering Survey. Does not include grants and contracts from nonprofit foundations financed by industry.

Institutional/Other Research and Development Expenditures. Institutional funds and funds from sources other than those listed above, in support of sponsored research activities as reported on the NSF Science and Engineering Survey. Also, education-related research and development expenditures are included under this category. (This is a deviation from the NSF instructions.)

Total Research and Development Expenditures. Funds expended by an institution, regardless of source, in support of sponsored research activities as reported on the NSF Science and Engineering Survey.

Total Educational and General Public Service Expenditures. Funds budgeted or expended for activities established primarily to provide noninstructional services beneficial to individuals outside the institution. This category includes subcategories for community service, cooperative extension service, and public broadcasting services which are normally reported as derived from restricted (external limitations on how used) and unrestricted (flexible use) funds. The source of these data is the financial component of the Council's comprehensive data base.

Programs/Activities—Category Descriptions

A wide range of research and public service activities are offered through the state-supported institutions in the three categories defined below. (The Council on Postsecondary Education also publishes the *Profile of Research and Public Service Efforts in Kentucky Higher Education* on a biennial basis. This resource document provides more detail on the activities which are listed only by title in the institutional accountability reports.)

Funded Research. "Funded Research" projects include those which focus on creating, organizing, and applying knowledge. These research projects, which are supported by significant state and/or federal grants, are conducted by the universities. One collaborative effort is the Experimental Program to Stimulate Competitive Research (EPSCoR), now a component of the Kentucky Science and Technology Council. EPSCoR receives funding from the National Science Foundation and other federal and state sources.

Service to Business, Government, and Communities. This category includes programs and activities in which the unique resources, services, and expertise of higher education are effectively addressing the needs of the private and public sectors. Both the universities and the community colleges are actively engaged in such activities. Expertise in many areas—including medical, law enforcement, environmental, and economic fields—is available through many university programs. The community college programs focus on personal enrichment and career enhancement activities.

Specialized Training and Basic Education. Activities which directly influence the educational development and skills training of persons employed in Kentucky business, industry, and government are contained in the "Specialized Training and Basic Education" category. The universities provide a number of activities in this category, especially in the area of public education support; however, the community colleges offer programs ranging from specific computer skills to effective management training to GED testing.

Education Reform

The Kentucky Education Reform Act (KERA) was enacted by the Kentucky General Assembly in 1990 in response to a court case which declared the state's education system to be unconstitutional. KERA places the education system (P-12) under the auspices of the General Assembly to ensure an appropriate and equal education for every child in the Commonwealth. Inherent in the enactment and implementation of KERA is recognition of the need for support from the state's colleges and universities. To this end, the institutions have committed financial and material resources, as well as invaluable faculty time, effort, and expertise to a variety of KERA-related activities. Much emphasis has been given to providing assistance to the schools and the Kentucky Department of Education (KDE), to initiating institution-wide training and program redesign as necessitated by high school restructuring, and to realigning teacher/administrator preparation with the goals of education reform. Within the Council on Postsecondary Education office, a public education support function has been organized to coordinate the various services provided to the schools, and priority has been given to promoting open communication and KERA-related collaborative efforts among the Council, the KDE, the colleges and universities, and the school districts.

Use of Resources

Room Utilization

The data on the following pages reflect the average utilization rates of all classrooms and laboratories. From the present analysis it is not possible to determine whether changes in weekly room use are due to wide-scale changes in the pattern of use or differences in the utilization of certain types of rooms. Room use may be influenced by the physical limitations of the space (e.g., accessories, newness, comfort, availability of technology).

Weekly Classroom Use — Universities

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Doctoral						
UK	217	33.1	207	34.0	210	35.0
UL (Belknap)	154	28.9	152	30.5	153	30.2
UL (Health)	21	10.9	20	9.7	25	9.2
UL (Shelby)	20	11.4	21	13.3	22	13.1
TOTAL DOCTORAL	412	29.2	400	30.4	410	30.7
Regional						
EKU	204	31.5	196	32.8	197	27.9
KSU	73	23.5	75	22.8	83	16.7
MoSU	124	26.4	125	26.7	127	18.4
MuSU	156	18.7	156	21.7	151	21.1
NKU (Main)	97	31.4	91	35.1	91	36.0
NKU (Univ)	6	6.0	5	5.6	6	7.1
WKU	252	26.2	214	28.2	210	28.2
TOTAL REGIONAL	912	26.3	862	28.1	865	25.7

Weekly Classroom Use — Community Colleges

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Ashland	20	38.8	29	39.4	22	35.0
Elizabethtown	26	37.4	26	38.1	24	35.2
Hazard	10	46.1	11	57.9	11	43.3
Henderson	13	30.6	18	26.6	17	25.1
Hopkinsville	17	27.0	17	30.5	18	30.2
Jefferson (DT)	56	35.7	54	34.1	56	34.7
Jefferson (SW)	14	33.2	27	24.5	23	19.9
Lexington	28	43.3	35	40.4	36	45.0
Madisonville	17	32.8	19	35.2	23	28.9
Maysville	10	31.8	11	30.0	15	25.4
Owensboro	15	39.5	29	28.9	24	25.9
Paducah	29	31.4	31	31.2	35	30.2
Prestonsburg	24	37.8	26	35.1	25	37.2
Somerset	20	40.0	20	40.4	20	38.7
Southeast	8	24.3	15	23.7	15	20.3
TOTAL	307	36.1	368	34.5	364	32.5

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Weekly Class Lab Use — Universities

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Doctoral						
UK	116	15.1	113	15.7	118	16.3
UL (Belknap)	114	17.1	90	18.6	87	19.9
UL (Health)	27	12.3	17	16.9	21	14.1
UL (Shelby)	4	12.4	1	12.1	1	21.1
TOTAL DOCTORAL	261	16.0	221	17.1	227	17.6
Regional						
EKU	110	19.7	39	19.9	39	19.1
KSU	41	12.0	42	13.3	42	11.5
MoSU	62	12.8	76	13.8	86	9.4
MuSU	141	11.6	141	11.4	131	11.9
NKU (Main)	44	19.2	44	19.3	42	20.9
WKU	120	12.9	66	13.6	63	13.6
TOTAL REGIONAL	518	14.5	408	14.4	403	13.7

Weekly Class Lab Use — Community Colleges

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Ashland	4	6.0	6	15.4	4	9.3
Elizabethtown	7	19.7	8	18.0	10	25.1
Hazard	5	22.7	6	24.5	6	36.2
Henderson	11	11.0	15	14.1	17	13.6
Hopkinsville	7	14.4	6	20.4	7	14.0
Jefferson (DT)	21	14.0	20	19.1	20	17.7
Jefferson (SW)	5	26.2	9	23.9	14	14.4
Lexington	23	16.6	25	22.1	24	23.7
Madisonville	12	14.8	11	27.8	11	24.5
Maysville	7	19.9	8	17.8	6	11.8
Owensboro	9	23.0	16	13.3	18	18.9
Paducah	27	17.0	28	19.0	22	13.3
Prestonsburg	7	14.1	11	17.1	12	15.3
Somerset	4	20.2	5	11.2	5	12.9
Southeast	8	11.6	6	18.5	7	15.0
TOTAL	157	16.5	180	19.0	183	18.3

Stations Occupied in Classrooms — Universities

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)
Doctoral						
UK	12,312	57.2	12,131	55.5	11,930	57.4
UL (Belknap)	9,807	52.5	8,982	42.0	8,930	50.9
UL (Health)	1,319	45.4	1,321	28.6	1,490	46.2
UL (Shelby)	1,130	50.3	1,146	44.2	1,265	49.6
TOTAL DOCTORAL	24,568	55.1	23,580	50.1	23,615	52.5
Regional						
EKU	11,078	54.9	10,111	58.4	10,148	55.4
KSU	2,301	52.2	2,301	43.0	2,310	60.0
MoSU	6,553	56.3	6,502	50.5	6,504	48.9
MuSU	8,745	49.6	8,745	46.6	8,553	47.6
NKU (Main)	4,870	61.8	4,638	59.1	4,639	55.3
NKU (Univ)	259	43.9	223	49.6	323	48.3
WKU	12,014	61.8	9,935	59.1	9,807	57.6
TOTAL REGIONAL	45,820	56.9	42,455	54.7	42,284	55.1

Stations Occupied in Classrooms — Community Colleges

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)
Ashland	813	75.9	1,033	48.4	625	41.9
Elizabethtown	1,270	55.2	1,270	50.2	859	50.7
Hazard	352	68.0	414	58.9	345	58.9
Henderson	576	56.1	677	54.5	609	46.7
Hopkinsville	818	50.0	792	43.3	644	33.0
Jefferson (DT)	2,268	68.3	2,256	60.4	1,838	56.7
Jefferson (SW)	609	69.2	1,052	63.2	813	61.5
Lexington	1,578	48.1	2,049	46.2	1,678	47.6
Madisonville	752	51.9	816	42.6	896	44.3
Maysville	458	43.8	459	38.6	381	32.5
Owensboro	602	67.1	1,405	50.8	800	51.8
Paducah	1,266	47.1	1,353	48.6	1,543	46.2
Prestonsburg	964	64.1	1,012	63.2	907	62.9
Somerset	961	41.5	996	42.4	785	43.2
Southeast	307	72.5	593	58.5	401	50.6
TOTAL	13,594	58.0	16,177	51.4	13,124	65.4

Stations Occupied in Class Labs — Universities

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)
Doctoral						
UK	2,831	70.8	2,880	68.0	2,733	66.9
UL (Belknap)	2,060	99.1	2,331	65.9	2,351	74.2
UL (Health)	576	82.3	386	51.5	431	152.2
UL (Shelby)	115	50.0	44	53.5	28	81.9
TOTAL DOCTORAL	5,582	83.4	5,641	66.7	5,543	75.7
Regional						
EKU	2,741	79.9	1,109	71.9	1,109	65.4
KSU	934	72.0	934	64.6	820	80.0
MoSU	1,494	69.2	1,690	67.1	1,826	71.0
MuSU	3,982	61.9	3,982	62.1	3,497	64.5
NKU (Main)	1,225	75.0	993	74.0	990	68.7
WKU	2,597	80.7	1,624	70.7	1,521	79.4
TOTAL REGIONAL	12,973	71.9	10,332	69.2	9,763	74.3

Stations Occupied in Class Labs — Community Colleges

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)
Ashland	107	79.5	166	76.5	98	63.8
Elizabethtown	169	102.4	184	96.7	239	80.8
Hazard	113	71.9	168	77.2	182	79.5
Henderson	203	69.5	333	90.7	365	72.3
Hopkinsville	275	43.3	175	57.3	107	73.9
Jefferson (DT)	614	75.5	588	91.9	496	82.6
Jefferson (SW)	150	82.0	252	85.3	381	103.2
Lexington	464	83.3	484	79.9	497	76.8
Madisonville	202	81.1	254	70.2	256	68.1
Maysville	165	65.0	185	71.1	126	96.7
Owensboro	218	108.9	358	92.0	380	77.7
Paducah	277	74.6	294	75.6	392	106.1
Prestonsburg	178	66.7	309	110.7	343	84.4
Somerset	120	47.9	146	49.6	182	59.6
Southeast	188	85.8	103	73.3	103	73.1
TOTAL	3,443	77.2	3,999	82.1	4,147	86.0

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Appendix 2: Accountability Legislation

KRS 164.095 as amended by House Bill 1, Section 84, 1997 First Extraordinary Session. (The statute is not yet codified in final form.)

(1) As used in this section, unless the context requires otherwise:

(a) "Disability" means hard of hearing, including deafness; speech or language impairment; visual impairment, including blindness; orthopedic impairment; or other health impairment that substantially limits a major life activity; or specific learning problem.

(b) "Institution" means public universities, their subdivisions, and the Kentucky Community and Technical College System.

(2) It is the intent of the General Assembly that an accountability process be implemented which provides for a systematic ongoing evaluation of quality and effectiveness in Kentucky postsecondary educational institutions and to provide a method for evaluating each institution's progress toward meeting specific goals, principles, strategies, objectives, and benchmarks as set forth in the strategic agenda established in Section 6 of this Act. It is further the intent of the General Assembly that the accountability process monitor performance at the institutions in each of the major areas of instruction, research, and public service, while recognizing the individual missions of each of the institutions. The accountability process shall provide for the adoption of systemwide and individual performance goals with standards identified with the advice of the postsecondary educational institutions and the Council on Postsecondary Education.

(3) The Council on Postsecondary Education shall develop and implement a system of accountability for the postsecondary education institutions that measures:

(a) Educational quality and educational outcomes;

(b) Student progress in the postsecondary system;

(c) Research and service activities;

(d) Use of resources;

(e) Other performance or outcomes that support the achievement of the strategic agenda, including involvement in quality enhancement of elementary and secondary education; and

(f) Other indicators as deemed appropriate by the Council on Postsecondary Education.

(4) The Council on Postsecondary Education shall collect information, maintain a comprehensive database, and publish reports on the condition of the postsecondary education system that include but are not limited to student enrollments, utilization of facilities, and the finances of the institutions.

(5) The Council on Postsecondary Education shall submit to the Governor and the Legislative Research Commission an annual accountability report providing information on the implementation of performance standards and the achievement of the performance goals during the prior year and initiatives to be undertaken during the next year.

Appendix 3: Acronyms of Postsecondary Institutions

Acronym	Institution
EKU	Eastern Kentucky University
KSU	Kentucky State University
MoSU	Morehead State University
MuSU	Murray State University
NKU	Northern Kentucky University
UK	University of Kentucky
UL	University of Louisville
WKU	Western Kentucky University
UKCCS	University of Kentucky Community College System
HTC	Health Technology Center
RTC	Regional Technology Center

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